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W. R. Banks

**PROCEEDINGS**  
**OF THE**  
**CONFERENCE OF PRESIDENTS**  
**OF**  
**NEGRO LAND GRANT**  
**COLLEGES**

**Twenty-Seventh Annual Session**

**October 18, 19, 20, 1949**

**U. S. OFFICE OF EDUCATION**

**WASHINGTON, D. C.**

**and**

**Called Session**

**February 27-28, 1950**

**CONVENTION HALL**

**ATLANTIC CITY, NEW JERSEY**

■ ■

**Published by Office of Secretary**  
**KENTUCKY STATE COLLEGE**  
**Frankfort, Kentucky**

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THEME:

*GUIDANCE AND OCCUPATIONAL TRENDS*

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## REGISTERED ATTENDANCE

- ✓ Joseph F. Albright, Veterans Administration, Central Office, Washington, D. C.
- ✓ P. E. R. Ammons, Alcorn A. & M. College, Alcorn, Mississippi
- ✓ R. B. Atwood, Kentucky State College, Frankfort, Kentucky
- Martin G. Bailey, District Agent Extension Service, Box 5302, Seat Pleasant, Maryland
- Artie L. Bell, Howard University, Washington, D. C.
- Edward A. Benjamin, Director of Public Health Education, U. S. Public Health Service
- ✓ F. D. Bluford, A. & T. College, Greensboro, North Carolina
- Faith Brewer, International Secretary, U. S. State Department, Washington, D. C.
- ✓ Madison Broadoux, West Virginia State College, Institute, West Virginia
- ✓ Doctor Roscoe C. Brown, Chairman of Special Programs Branch, Public Health Service, Federal Security Agency, Washington 25, D. C.
- ✓ Ambrose Caliver, U. S. Office of Education, Washington, D. C.
- ✓ Felton G. Clark, Southern University, Baton Rouge, Louisiana
- ✓ Rufus E. Clement, Atlanta University, Atlanta, Georgia
- R. J. Courtney, Agricultural Extension, Southern Branch P. O., Baton Rouge, Louisiana
- H. W. Crawford, South Carolina State College, Orangeburg, South Carolina
- ✓ H. B. Crouch, Tennessee A. & I. State College, Nashville, Tennessee
- ✓ J. H. Daves, T. V. A., Knoxville, Tennessee
- ✓ John W. Davis, West Virginia State College, Institute, West Virginia
- ✓ Lawrence A. Davis, Arkansas A. M. & N. College, Pine Bluff, Arkansas
- ✓ Willie Belle Dixon, 1129 Fairmont Street, N. W., Washington, D. C.
- ✓ Willie A. Dodson, Washington Vocational High School, O Street, Between North Capital and I Streets, Washington, D. C.
- Alice Dunnigan, Ass'n Negro Press, Washington, D. C.
- ✓ H. Manning Efferson, Florida A. & M. College, Tallahassee, Florida
- ✓ W. N. Elam, Office of Education, Washington, D. C.

- ✓ E. H. Ellison, Washington Urban League, 421 16th Street, S. E., Washington, D. C.
- ✓ E. B. Evans, Prairie View State College, Prairie View, Texas.
- ✓ James C. Evans, Department of Defense, Washington, D. C. (West Virginia State College, Institute, West Virginia)
- ✓ Lillian Evanti, International Concert and Opera Singer, 1910 Vermont Ave., Washington, D. C.
- ✓ A. H. Fuhr, Farm Credit Administration, U. S. Department of Agriculture, Washington, D. C.
- ✓ E. Franklin Frazier, Howard University, Washington, D. C.
- ✓ J. N. Freeman, Head, Department of Agriculture, Lincoln University, Jefferson City, Missouri
- ✓ George W. Gore, Jr., Tennessee A. & I. State College, Nashville, Tennessee
- Patsy Graves, Farmers Home Administration, U. S. Department of Agriculture, Washington 25, D. C.
- ✓ Mrs. Mary C. Grayson, Adult Education Elementary Level, Francis Evening School, Washington, D. C.
- R. W. Gregory, U. S. Office of Education, Washington, D. C.
- ✓ W. V. Harper, Tennessee State College, Nashville, Tennessee
- ✓ G. L. Harrison, Langston University, Langston, Oklahoma
- ✓ Mrs. G. L. Harrison, Langston University, Langston, Oklahoma
- ✓ Vern Haugland, Associated Press, Washington, D. C.
- ✓ L. Herbert Henegan, U. S. Dept. of Agriculture (Farmers Home Ed.), Washington, D. C.
- ✓ George L. Holland, V. A., U. S. Central Office, Washington, D. C.
- ✓ Frank S. Horne, Housing and Home Finance Agency, Washington, D. C.
- Claud Hawley, U. S. Office of Education, Washington, D. C.
- ✓ Martin D. Jenkins, Morgan State College, Baltimore, Maryland
- ✓ R. O. Johnson, Morris Brown College and Phi Beta Sigma Fraternity, Atlanta, Georgia
- ✓ J. H. Johnston, Virginia State College, Petersburg, Virginia
- ✓ Arthur J. Jones, University of Pennsylvania, 307 Dickinson Avenue, Ewarthaum, Pennsylvania
- ✓ Madeline W. Kirkland, Washington Schools, Administrator Annex, 14th and Que Streets, N. W., Washington, D. C.
- ✓ Flemmie P. Kittrell, Howard University, Washington, D. C.



- Louis R. Lautier, NNPA News Service, Washington, D. C.
- Paul F. Lawrence, Howard University, Washington, D. C.
- ✓ Fred McCuistion, General Education Board, New York, New York
- ✓ B. T. McGraw, Housing and Home Finance Agency, Washington, D. C.
- Claud C. Marion, Maryland State College, Princess Anne, Maryland
- ✓ J. W. Martena, Dean, School of Mechanical Arts, Greensboro, North Carolina
- Clarence Mitchell, NAACP, 100 Massachusetts Avenue, Washington, D. C.
- ✓ John W. Mitchell, Hampton Institute, Hampton, Virginia
- Marion M. Murphy, Office of Education, Washington, D. C.
- ✓ Alonzo G. Moron, Hampton Institute, Hampton, Virginia
- ✓ Mrs. A. G. Moron, Hampton Institute, Hampton, Virginia
- ✓ Lt. D. D. Nelson, Public Relations--Secretary of Navy, Washington, D. C.
- ✓ Ross W. Newsome, Virginia Agriculture Extension Service, Virginia State College, Petersburg, Virginia
- ✓ Mrs. Thomasina W. Norford, U. S. E. S., Department of Labor, Washington, D. C.
- ✓ J. R. Otis, Alcorn A. & M. College, Alcorn, Mississippi
- ✓ Lawrence A. Oxley, U. S. Department of Labor, Washington, D. C.
- ✓ F. D. Patterson, Tuskegee Institute, Alabama
- James A. Pawney, Washington Urban League, 547 Florida Avenue, N. W., Washington, D. C.
- ✓ L. A. Potts, Tuskegee Institute, Tuskegee, Alabama
- ✓ William E. Reed, A. & T. College, Greensboro, North Carolina
- Lydia Jetton Rogers, Howard University, Washington, D. C.
- ✓ John Dale Russell, U. S. Office of Education, Washington, D. C.
- ✓ Sherman D. Scruggs, Lincoln University, Jefferson City, Missouri
- ✓ G. L. Smith, Prairie View A. & M. College, Prairie View, Texas
- Vernice T. Spraggs, Chicago Defender, 854 20th Street, N. E., Washington, D. C.
- ✓ F. M. Staley, South Carolina State College, Orangeburg, South Carolina
- ✓ R. M. Stewart, Director of Special Project, Office of Education, Washington 25, D. C.

- ✓ H. B. Swanson, U. S. Office of Education, F. S. A., Washington, D. C.  
Woody Taylor, Afro-American, 75 Fifth Street, S. W., Washington,  
D. C.
- M. E. Thomasson, Delaware State College, Dover, Delaware
- ✓ Charles H. Thompson, Howard University, Washington, D. C.
- ✓ C. V. Troup, Fort Valley State College, Fort Valley, Georgia
- ✓ W. R. Valentine, Manual Training School, Bordentown, New Jersey
- J. O. Whitlock, Howard University, Washington, D. C.
- ✓ M. F. Whittaker, South Carolina A. & M. College, Orangeburg,  
South Carolina
- John T. Williams, Maryland State College, Princess Anne, Maryland
- Theresa Birch Wilkins, Office of Education, Washington, D. C.
- ✓ E. P. Wutmalan, W. C. Public School, Vocational Education, State  
Building, 1327 S Street, N. W., Washington, D. C.



## COLLEGES AND PRESIDENTS OF THE CONFERENCE

- Alabama (Normal) A. and M. College; President J. F. Drake. ✓
- Arkansas (Pine Bluff) State College; President Lawrence A. Davis.
- Delaware (Dover) State College; Acting President M. E. Thomasson.
- Florida (Tallahassee) A. and M. College; Acting President H. M. Efferson. ✓
- Georgia (Fort Valley) Fort Valley State College; President C. V. Troup. ✓
- Kentucky (Frankfort) State College; President R. B. Atwood.
- Louisiana (Baton Rouge) Southern University; President F. G. Clark. ✓
- Maryland (Princess Anne) State College; President J. T. Williams. ✓
- Mississippi (Alcorn) A. and M. College; President J. R. Otis. ✓
- Missouri (Jefferson City) Lincoln University; President S. D. Scruggs. ✓
- North Carolina (Greensboro) A. and T. State College; President F. D. Bluford.
- Oklahoma (Langston) Langston University; President G. L. Harrison. ✓
- South Carolina (Orangeburg) State College; President M. F. Whitaker.
- Tennessee (Nashville) A. and I. State College; President W. S. Davis. ✓
- Texas (Prairie View) A. and M. College; President E. B. Evans.
- Virginia (Petersburg) State College; Acting President James Hugo Johnston. ✓
- West Virginia (Institute) State College; President John W. Davis.

## ASSOCIATE MEMBERS

- Atlanta University (Atlanta, Georgia); President R. E. Clement.
- Bordentown Manual Training School (Bordentown, N. J.); President W. R. Valentine.
- Georgia (Savannah) State College; Acting President W. K. Payne.
- Hampton Institute (Hampton, Virginia); President Alonzo G. Moron.
- Howard University (Washington, D. C.); President M. W. Johnson.
- Texas State University for Negroes (Houston); President R. O'Hara Lanier.
- Wilberforce College of Education and Industrial Arts (Wilberforce, Ohio); President C. H. Wesley.

## **LIFE MEMBER**

W. R. Banks, Director, Public Relations, Prairie View A. and M. College, Texas.

## **CONSULTANTS**

James A. Atkins, Director, Race Relations Division, Federal Works Agency

Claude Barnett, Special Assistant to Secretary of Agriculture

Horace Mann Bond, President, Lincoln University, Pennsylvania

Ambrose Caliver, Specialist for Higher Education for Negroes and Director of Project for Adult Education, U. S. Office of Education

James C. Evans, Acting Civilian Aide to the Secretary of the Army

R. M. Stewart, Director, Special Study in Agriculture for the Conference

Charles H. Thompson, Editor, Journal of Negro Education

## **OFFICERS OF THE CONFERENCE**

Lawrence A. Davis, A. M. and N. College,

Pine Bluff, Arkansas, President

Rufus B. Atwood, Kentucky State College,

Frankfort, Kentucky, Secretary

Felton G. Clark, Southern University,

Baton Rouge, Louisiana, Treasurer



## COMMITTEES

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### Executive

- \*L. H. Foster, Virginia (1953).....Chairman  
W. R. Banks, Texas (1951)      F. D. Bluford, N. C. (1951)  
F. G. Clark, Louisiana (1953)      S. D. Scruggs, Missouri (1953)  
J. F. Drake, Alabama (1951)      John W. Davis, W. Va. (1951)  
R. E. Clement, Georgia (1953)  
The President—Ex-officio  
The Secretary—Ex-officio

### Adult Education

- F. D. Bluford, North Carolina.....Chairman  
J. W. Davis, West Virginia      C. V. Troup, Georgia  
Ambrose Caliver, Special Consultant

### Agricultural Extension Funds

- W. S. Davis, Tennessee.....Chairman  
J. R. Otis, Mississippi      F. D. Patterson, Alabama  
F. D. Bluford, North Carolina      C. V. Troup, Georgia  
E. B. Evans, Texas      F. G. Clark, Louisiana

### Audit

- J. F. Drake, Alabama ..... Chairman  
J. T. Williams, Maryland      E. B. Evans, Texas  
W. S. Davis, Tennessee      A. G. Moron, Virginia

### Nominations

- C. V. Troup, Georgia.....Chairman  
R. E. Clement, Georgia      M. F. Whittaker, S. Carolina

### Resolutions

- S. D. Scruggs, Missouri.....Chairman  
R. E. Clements, Georgia      J. T. Williams, Maryland

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\*Deceased. Dr. F. D. Bluford appointed Chairman.

## Special Project in Agricultural Education

### Control:

John W. Davis, West Virginia.....Chairman  
John Dale Russell, U. S. Office of Education, Washington, D. C.  
Felton G. Clark, Louisiana            R. B. Atwood, Kentucky

### Staff:

R. M. Stewart, Professor of Rural Education Emeritus, Cornell  
University, Director  
L. J. Horlacher, Vice-Dean, College of Agriculture, University  
of Kentucky  
V. G. Martin, Professor of Agricultural Education, Mississippi  
State College  
C. M. Hampson, Economist, College of Agriculture, University  
of Florida

## Social Studies

### Control:

F. D. Bluford, North Carolina.....Chairman  
G. L. Harrison, Oklahoma            F. D. Patterson, Alabama

### Editorial:

F. G. Clark, Louisiana.....Chairman  
John W. Davis, West Virginia        W. R. Banks, Texas

### Research:

C. H. Thompson, District of Columbia.....Chairman  
E. Franklin Frazier, District of Columbia.....Director



## MINUTES OF THE CONFERENCE

Tuesday, October 18, 1949

### Morning Session

The morning session of the Conference of Presidents of Negro Land Grant Colleges opened promptly at 10:00 A. M. with Conference President Lawrence A. Davis, Arkansas, presiding. President Davis asked each person present to introduce himself. With introductions concluded the Conference listened attentively to an address by Dr. John Dale Russell, Director, Division of Higher Education, U. S. Office of Education, on the subject "Financial Assistance to College Students." Following Dr. Russell's address there was a question and discussion period which was engaged in freely. An outline of Dr. Russell's address will be found on pages 20-23.

Reports of Conference Secretary R. B. Atwood, Kentucky, and Conference Treasurer F. G. Clark, Louisiana, were next received. The report of the Treasurer is included in these proceedings and may be found on pages 24-28.

Next was presented the report on Engineering Education by President M. F. Whittaker, South Carolina. This report will be found on pages 29-31.

Next presented was the report of the Social Studies Project by Dr. E. Franklin Frazier, Washington, D. C., Director of the Project. Copy of this report will be found on pages 31-38.

The reports of Conference Secretary Atwood and Conference Treasurer Clark were both referred to the Committee on Audit.

The report of President Whittaker on Engineering Education was referred to the Executive Committee.

The report of Dr. Frazier on the Social Studies Project was referred to the Project Control Committee.

Dr. Ambrose Caliver gave a brief report on the Adult Education Project and pointed out that many valuable materials have been produced and published on the subject of adult education by this project and that the materials have universal application.

Conference President Davis called attention to Committee appointments and made certain announcements.

A memorial to Dr. Luther H. Foster, the late President of Virginia State College, former President of the Conference of Presidents of Negro Land Grant Colleges and Chairman of its Executive Committee at the time of his death. This memorial was given by Dr. John W. Davis, West Virginia. This memorial will be found on page 39.



## Afternoon Session

2:00 P. M.

The afternoon session got under way at 2:00 p. m. with President E. B. Evans, Texas, Presiding. This session consisted of a symposium on "Industry Looks at the Land Grant Colleges—The Land Grant Colleges Look at Industry" with the following participants: Mr. Julius A. Thomas, Director of Industrial Relations, National Urban League, Chairman; Mr. Joseph W. Bird, Manager of Recruitment and Special Training, Radio Corporation of America, Victor Division; Mr. Russell Greenman, Personnel Director, General Cable Corporation; Mr. Melvin Levy, Assistant to the Vice President, Gimbel Brothers; Mr. Howard H. Jacobson, Assistant Industrial Relations Director—Doehler-Jarvis Company; Mr. Floyd Shannon, Superintendent of Industrial Relations, Kearney Works, Western Electric; Mr. Joseph J. Morrow, Personnel Director, Pitney-Bowles Corporation; and Mr. A. B. Goetz, Vice President, Chesapeake and Potomac Telephone Company.

Following the presentation of this symposium the discussion period was opened by President R. O'Hara Lanier, Texas. It was a lengthy period of questions and discussions of definite value to the Conference members.

Motion prevailed that the President of the Conference appoint a follow-up Committee on the question of forming and developing helpful contact between the Negro Land Grant Colleges and business and industry.

There was a rising vote of thanks extended to Mr. Julius A. Thomas and the members of the symposium.

On Wednesday morning, October 19, from 9:30-12:00, an executive session was held which was limited in attendance to the presidents.

Mr. J. H. Daves of the Tennessee Valley Authority explained certain research projects that had been approved in which three of our member institutions were participating. Mr. Daves requested the cooperation of all our member institutions, especially those from the seven Tennessee Valley States—Tennessee, Alabama, Kentucky, North Carolina, Georgia, South Carolina and Virginia.

Motion prevailed thanking Mr. Daves for presenting the interest of the T. V. A., and he was requested to register our wish with the authorities of the Tennessee Valley Authority for further cooperative projects with our member institutions, especially those in the T. V. A. area.

The question of regional education and various other projects were discussed fully, but no action taken.



## **Wednesday Afternoon Session**

**2:00 - 4:30 P. M.**

The Wednesday afternoon session consisted of the following symposium on Guidance with President F. G. Clark, Louisiana, presiding: Dr. Ambrose Caliver, Specialist for Higher Education of Negroes and Adviser on Related Problems, Office of Education, Federal Security Agency—Chairman; "What Every Teacher Should Know About Guidance" Dr. Clifford P. Froehlich, Specialist for Training Guidance Personnel, Office of Education; "Institutional Responsibilities for Student Personnel Work" Mr. Willard W. Blaesser, Specialist for Student Personnel Program, U. S. Office of Education; "Status, Trends and Plans in the Preparation of Teachers and Counselors with Respect to Guidance," Mr. Royce E. Brewster, Assistant Chief, Occupational Information and Guidance Service, U. S. Office of Education; "Some Special Guidance Problems of Negro Children and Youth" Dr. Marechal Neil E. Young, Supervisor of Counseling, The Board of Public Education, Philadelphia, Pennsylvania.

Discussion was led by Dr. Alonzo G. Moron, Hampton, and was participated in freely.

## **Dinner Session**

**6:30 P. M.**

Wednesday, 6:30 p. m., the presidents were guests of the President and administrative staff of Howard University at an informal dinner, Dr. William Stuart Nelson of Howard University, presiding.

An address was delivered by Mr. W. V. Harper, Co-ordinator, School of Engineering and Industrial Education, Tennessee A. & I. State College on the subject "Integrating the Graduates of Negro Land Grant Colleges Into Business and Industries." Mr. Harper was introduced by Dean George W. Gore of Tennessee. This address will be found on pages 55-68.

There was a period of questions and discussion.

## **Thursday**

**9:30 A. M.**

The final session opened at 9:30 a. m. with President J. R. Otis, Mississippi, presiding. The following program was given: 1. Report on the Special Project in Agricultural Education by Dr. R. M. Stewart, Director. This report is included in these proceedings and will be found on pages 69-81; 2. Address: "The Negro Land Grant College and Boy Scouting" Mr. Harry K. Eby, National Director, School Relations, Boy Scouts of America; 3. Address—"A

Cooperative Plan for Health Education," Mr. Edward A. Benjamin, U. S. Public Health Service. Discussion was led by Dean George W. Gore of Tennessee.

Motion prevailed that the report on the Special Project in Agricultural Education be referred to the Project Control Committee.

Report of the Auditing Committee was made by Dr. J. T. Williams of Maryland—report was adopted, and is included in these proceedings. It will be found on page 28.

Report of the meeting of the Executive Committee on October 17 was made by R. B. Atwood—report was adopted and may be found on page 16-17.

Report of the Committee on Nominations was made by President M. F. Whittaker—report adopted. See report on page 81.

Report of the Committee on Resolutions was made by President S. D. Scruggs—report adopted. See report on pages 81-84.

Report of the Committee on a Social Studies Project was made by President G. L. Harrison—report adopted. See report on page 85.

President Lawrence A. Davis appointed the following as the follow-up Committee on "A Closer Relationship Between the Land Grant Colleges and Industry"—President S. D. Scruggs of Missouri, Chairman; President A. G. Moron of Virginia; President R. B. Atwood of Kentucky; President John W. Davis of West Virginia; and Mr. J. A. Thomas of the National Urban League.

## MINUTES OF THE EXECUTIVE COMMITTEE

October 17, 1949

The Executive Committee met at 7:30 P. M. on the above date in the Card Room of Carver Hall with President F. D. Bluford, North Carolina, Acting Chairman of the Committee, presiding. Following the death of President L. H. Foster, Executive Committee Chairman, President Bluford had been named Chairman of the Committee by Conference President Lawrence A. Davis. Members present were Presidents F. G. Clark, Louisiana; John W. Davis, West Virginia; S. D. Scruggs, Missouri; Conference President Lawrence A. Davis, and Conference Secretary R. B. Atwood. Also present in the meeting were the following persons: Dr. E. Franklin Frazier, Director of the Social Studies Project and his associates Mr. Franklin G. Edwards and Mr. Henry J. Walker.

The first item of business was a general discussion of the Social Studies Project. The Committee voted to recommend to the Conference continuation of the Social Studies Project and to suggest that a request for funds be made from some philanthropic agency so that this project may be carried forward in an adequate manner.

Dr. Frazier pointed out that Clark College of Atlanta and Mor-



gan State College of Baltimore, not members of the Conference, desired to participate in the research phase of the Project. This matter was referred to the Project Control Committee.

Dr. Frazier, Messrs. Edward and Walker left the meeting.

Motion prevailed that the printed program for the Twenty Seventh Annual Session, as submitted by the Conference Secretary, be approved with necessary adjustments.

Adjournment.

## **MEETING OF THE EXECUTIVE COMMITTEE**

**October 20**

At a meeting of the Executive Committee in the Cafeteria of the U. S. Office of Education it was voted that Conference President Lawrence A. Davis would send a letter to the Secretary giving information relative to a proposed Library Study, and upon receipt of this letter the Secretary will put the same in form of a letter to be presented to the General Education Board.

It was voted that Dr. Frazier, Director of the Social Studies Project, be requested to prepare the project request to go to the authorities of the Tennessee Valley Authority.

It was voted that a request be prepared for the General Education Board for the Project in Engineering Education.

Adjournment.

## **MINUTES OF THE CONFERENCE CALLED SESSION**

**Atlantic City, New Jersey**

**February 27-28, 1950**

The Conference of Presidents of Negro Land Grant Colleges met in called session in Atlantic City, New Jersey, Room 5, Convention Hall, at 2:00 p. m., with Conference President L. A. Davis, presiding.

The meeting was opened with prayer. Members present were Presidents John W. Davis, West Virginia; F. D. Bluford, North Carolina; J. F. Drake, Alabama; R. P. Daniel, Virginia; G. L. Harrison, Oklahoma; H. M. Efferson, Florida; J. R. Otis, Mississippi; M. E. Thomasson, Delaware; C. V. Troup, Georgia; R. O'Hara Lanier, Texas; F. G. Clark, Louisiana; and Dean H. W. Crawford, South Carolina. Other persons present were Dr. R. M. Stewart, Director of the Agricultural Project; Whitney M. Young, Director of Lincoln Institute, Lincoln Ridge, Kentucky; Dr. Ambrose Caliver, U. S. Office of Education; Moss Kendrix, National Education Association; and Oscar Ellison, South Carolina.

Conference President Davis had all persons present to introduce themselves.

Conference Secretary Atwood presented the following proposed agenda for the meeting:

**Proposed Agenda for**  
**CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT**  
**COLLEGES**  
**Meeting in Atlantic City**  
**February 27-28, 1950**

Room 5, Second Floor, Atlantic City Convention Hall

2:00 - 4:00 P. M.

**I. THE SOCIAL STUDIES PROJECT**

Conference voted to recommend continuation of Social Studies Project and to request funds from the Tennessee Valley Authority or other agency for support of same. The secretary communicated with Dr. Frazier and asked him to prepare request document and send to secretary.

**II. THE PROJECT IN ENGINEERING EDUCATION**

The report of the Late Dr. Whittaker was referred to the Executive Committee. The Executive Committee voted to request funds for its support. Upon request of the secretary, Dr. Whittaker, just before his death, prepared the request and same is now in the hands of the secretary.

**III. THE LIBRARY STUDY**

This matter was in the hands of Conference President Lawrence A. Davis.

**IV. THE OFFER OF DR. WILL ALEXANDER**

Dr. F. G. Clark can report on this matter.

**V. A CLOSER RELATIONSHIP BETWEEN THE LAND GRANT COLLEGES AND INDUSTRY**

Committee appointed: Dr. S. D. Scruggs, Chairman; A. G. Moron, R. B. Atwood, John W. Davis, and J. A. Thomas.

**VI. FEDERAL AID TO EDUCATION**

**VII. THE PROJECT IN AGRICULTURAL EDUCATION**

This matter was referred to the Project Control Committee—Dr. John W. Davis, Chairman.

Motion prevailed that the Agenda as presented by the secretary be adopted.



Relative to Item I, motion prevailed that this project be prepared and presented to the Tennessee Valley Authority; the presentation is to be made by the Project Control Committee together with the project director and secretary. The secretary was instructed to arrange the proper appointments with the Tennessee Valley Authority.

The Project in Engineering Education was referred by the President to a Committee for the purpose of synthesis and further study—the Committee named by the President: President F. D. Bluford, North Carolina, Chairman; Dean H. W. Crawford, South Carolina; other names are to be added to the Committee by the President.

The Library Study was continued in the hands of Conference President Lawrence A. Davis.

The question of a closer relationship between Land Grant Colleges and Industry, as well as the Project in Guidance was fully discussed. It was moved that the Conference President be empowered to name a Committee of three or that the Conference officers set up the implementation and take the necessary actions that would bring about a closer relationship between the Land Grant Colleges and Industry. Conference President Davis named the following: L. A. Davis, Conference President; John W. Davis, Chairman, Executive Committee; F. G. Clark, Treasurer; and R. B. Atwood, Conference Secretary.

The question of the offer of Dr. Will Alexander was reported on by President F. G. Clark. He reported that he had written Dr. Alexander relative to the question of inequitable distribution of federal funds, of raising the issue upon the floor of Congress, and that Dr. Alexander had the assignment and was expected to act.

Mr. Moss Kendrix was permitted to make a request for support of legislation dealing with federal aid to education. It was voted that the Conference go on record asking that each individual member wire Congressman Adam Clayton Powell expressing an interest in S246.

The Committee next listened to a report from Dr. John W. Davis, Chairman of the Control Committee of the Project in Agricultural Education. Following President Davis' presentation the Committee listened to a complete report and explanation of the Project by Dr. R. M. Stewart.

The hour being late, the Committee adjourned until the next day.

#### **February 28—**

Promptly at 2:00 p. m. the Conference opened in executive session with Conference President L. A. Davis, presiding. Those present were John W. Davis, West Virginia; R. P. Daniel, Virginia; F. D. Bluford, North Carolina; F. G. Clark, Louisiana; G. L. Harrison, Oklahoma; J. F. Drake, Alabama; C. V. Troup, Georgia; J. R.



Otis, Mississippi; M. E. Thomasson, Delaware; H. W. Crawford, South Carolina; H. B. Crouch, Tennessee; R. B. Atwood, Kentucky; H. M. Efferson, Florida; W. J. Valentine, New Jersey, and R. O'Hara Lanier, Texas.

After considerable discussion the following motion was passed: "That action on the Agricultural Project be deferred pending the receipt of the final reports and recommendations which are to be submitted not later than June 30, 1950, by the Director."

Motion prevailed that the President and Secretary be authorized to make the program for the next annual meeting.

Suggested Themes: "The Land Grant College Looks Forward to the Next Half Century"; "The Negro Land Grant College In the Next Half Century."

Date and place of the next meeting was left in the hands of the Conference President and Secretary.

Adjournment.

## **FINANCIAL ASSISTANCE TO STUDENTS**

### **A Significant Development on the National Level Affecting Student Guidance Activities**

**By**

**JOHN DALE RUSSELL**

Director, Division of Higher Education, Office of Education, Federal Security Agency

The President's Commission on Higher Education, in its report issued in December, 1947, recommended a series of Federal appropriations to provide scholarship and fellowship assistance to well qualified young people to enable them to attend institutions of higher education. This recommendation has met widespread approval. In considering plans for putting it into effect, we are confronted by a great many questions of policy and organization. These must be decided before a law can be enacted and the machinery set up for its administration. My remarks today will consist entirely of a listing of some of these issues.

All of us who have anything to do with the drafting or criticizing of proposed legislation, or the setting up of plans for administration, heartily welcome the best advice and counsel we can obtain from every qualified source. It is for the purpose of obtaining such counsel that I am presenting to you today a list of some of the issues in the organization and administration of a Federal scholarship program. Within the limits of the time available to me this morning, I can present only a few of the more important issues. We shall be happy to have suggestions of additional questions, as



well as your best thinking as to the solution of each of the problems. Here, then, are some of the issues.

1. Do we have enough evidence of the need for a system of Federal grants for student aid purposes? Are the studies that have already been made, showing the large numbers of very capable high school graduates who do not go on to college, sufficiently convincing with regard to the need for a program of student aid?

2. What form should the aid program take:

- a. Grants to institutions for general support, so that they may reduce tuition and other fees?
- b. Loans to students?
- c. Employment for students, similar to the former NYA program?
- d. Scholarship and fellowship grants?

3. In considering the desirability of a Federally supported student aid program, do we need to take into account the probable demand for and supply of workers in the occupations which require college preparation? Is it safe to assume that: either (1) the increase in numbers of college-trained people to be brought about by a student aid program will not be sufficient to create an over-supply of persons qualified for the professions; or (2) that the student aid program will not actually increase the number of students in college, but will merely make certain that the most talented youth get a chance at higher education (presumably the colleges might hold their enrollments constant and merely replace some of the least capable applicants by highly qualified scholarship holders); or (3) that guidance and counselling services can be relied upon as a means of preventing an over-supply?

4. How many students should be aided? (Note that President's Commission on Higher Education suggested 20 per cent of the non-veteran students.)

5. Should awards of scholarships be in terms of a specified number or percentage of the total for each of certain designated fields of study or vocational objectives (e. g., medicine, dentistry, teaching, social work, chemistry, physics, mathematics, etc.), or should the recipient be completely free to choose his own major field of study? If fields are to be designated, who is to determine which ones are to be given preference and how many scholarships are to be awarded in each?

6. Should grants be given without regard to the student's own financial resources, or should there be a "means" test?

7. If there is a "means" test, should the amount of the grant be scaled in accordance with the extent of the student's own resources, or should only "paupers" be allowed to participate?



Should the grants be scaled in accordance with the number of the student's dependents?

8. Should there be a single grant paid directly to the student, from which he pays his tuition, other fees, and living and incidental expenses, or should the grant be divided so that one part is a reimbursement to the institution for the instructional services and the other part is a subsistence grant to the student (similar to the present arrangement in the educational program for veterans)?

9. If all, or any part of the scholarship grant, is to be related to the payments made to the institution for instructional service, should this amount be based on: (a) the stated charges of the institution for tuition and fees, up to a fixed nation-wide maximum; or (b) the actual cost to the institution of providing instruction in the curriculum followed by the student, also up to some fixed nation-wide maximum?

10. If there are to be nation-wide maxim for scholarship grants, for tuition, or cost of instruction, or subsistence, should these amounts be written into the legislation or should they be left to be determined by administrative action?

11. Should student aid funds be allotted to the States according to a formula written into the law? Or should the entire fund be administered centrally? Or should some of the funds (e. g., for undergraduate scholarships) be allowed to the States and some (e. g., for fellowships) administered centrally? Or should there be allotments direct to institutions, as was done with NYA funds for student aid?

12. If there are to be allotments to the States, is the formula suggested by the President's Commission on Higher Education satisfactory? (Half of the funds allotted on basis of college-age population, half on basis of annual number of high-school graduates.)

13. Assuming that some or all of the funds will be allotted to the States, what should be the State organization for administering the program?

(a) Should there be a State Scholarship Commission?

(b) If there is a State Scholarship Commission, how should it be constituted and what should be the nature of its membership?

(c) What should be the extent and nature of the supervision exercised by the Federal Government over the program?

14. What agency should designate the institutions that are eligible to receive scholarship holders?

15. Should a scholarship holder be permitted to attend any approved institution in any State, or should he be restricted to institutions in his own State?



16. What should be the basis for selecting recipients of student aid?

- (a) Would it be feasible to have nation-wide examinations, the results of which the States could use at their option?
- (b) Should there be a requirement of selection strictly in accord with objective measures?
- (c) What safeguards are necessary to protect the student aid program from becoming involved in political patronage?
- (d) Can a system of selection be set up in such a way as to permit superior talents in wide variety to come to the top, e. g., music, art, social leadership, as well as verbal ability and mathematical skill?

17. How can the interests of Negro students best be served in States where the races are required to be segregated for educational purposes? Will it be satisfactory to divide the State allotment on the basis of population ratio, and have Negroes compete only with Negroes, and whites only with whites, for scholarship awards?

The foregoing list of issues presents a few of the more important decisions that must be made if a Federal program of student aid is set up. The membership of this conference is an important source from which we shall hope to obtain advice and counsel at the appropriate time in drawing up plans for such a program.

# TREASURER'S REPORT

## CONFERENCE OF PRESIDENTS OF NEGRO LAND-GRANT COLLEGES

JULY 1, 1948 THROUGH JUNE 30, 1949

Receipts				
Cash Receipts	Agricultural Project	Soc. Studies Project	Dues Admin. Exp.	Totals
Cash Balances,				
June 30, 1948.....	\$3587.07	\$2220.43		\$ 5807.50
Receipts:				
Members' Contributions.		1500.00		1500.00
Membership Dues				
(20 x \$20; 1 x \$40).....			440.00	440.00
Deposit in Error (Atwood Foster Fund) .....			100.00	100.00
**Transfers . . . . .		-1720.43	1720.43	
General Educ. Bd. Grant.	5500.00			5500.00
Total Agricultural Project.	\$9087.07			
Total Soc. Studies Project.....		\$2000.00		
Total Membership Dues.....			\$2260.43	
Total All Funds.....				\$13,347.50

Expenditures				
Total Agricultural Project..	\$8579.01			
Total Soc. Studies Project..		2000.00		
Total Membership Dues....			1069.40	
Total Expenditures.....				11648.41
Cash Balances, June 30, 1949	508.06		1191.03	1699.09
Total Expenditures & Balances—All Funds.....	\$9087.07	\$2000.00	\$2260.43	\$13,347.50

\*Secretary's Report for Itemized List.

\*\*Amount Transferred from Social Studies Project to General Fund (Membership Dues).



# TREASURER'S REPORT

## CONFERENCE OF PRESIDENTS OF NEGRO LAND-GRANT COLLEGES

JULY 1, 1949 THROUGH SEPTEMBER 30, 1949

### Cash Receipts

	Agricultural Project	Soc. Studies Project	Dues Admin. Exp.	Totals
Cash Balances, June 30, 1949.....	\$ 508.06		\$1191.03	\$1699.09
Receipts:				
Membership Dues.....			1750.00	1750.00
General Educ. Bd. Grant	4300.00			4300.00
Total Agricultural Project..	\$4808.06			
Total Soc. Studies Project..				
Total Membership Dues.....			\$2941.03	
Total Balances and Receipts.....				\$7749.09

### Expenditures\*

Total Agricultural Project..	1376.66			
Total Soc. Studies Project..				
Total Membership Dues....			308.42	
Total Expenditures.....				1581.48
Cash Balances, Sept. 30, 1949	3431.40		2636.21	6067.61
Total Expenditures and Balances All Funds.....	\$4808.06		\$2941.03	\$7749.09

\*See Secretary's Report for Details.

The W. R. Banks Library  
Prairie View A. & M. College  
Prairie View, Texas

**CONFERENCE OF PRESIDENTS OF NEGRO LAND-GRANT  
COLLEGES—RECONCILIATION OF BANK ACCOUNT  
JUNE 30, 1949**

**Louisiana National Bank  
Baton Rouge, La.**

Balance, per bank statement, June 30, 1949..... \$2152.42

Less: Outstanding Checks:

No.	Amount
212	333.33
213	120.00

453.33

Balance per books, June 30, 1949..... \*\$1699.09

**RECONCILIATION OF BANK ACCOUNT  
SEPTEMBER 30, 1949**

**Louisiana National Bank  
Baton Rouge, La.**

Balance, per bank statement, September 30, 1949..... \$6815.98

Less Outstanding Checks:

No.	Amount
219	16.67
220	333.33
221	120.00
222	68.37
223	100.00
224	10.00
225	100.00

748.37

Balance, per books, September 30, 1949..... \$6067.61

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\*\$100.00 deposited in error—belongs in Atwood-Foster Fund.



# RECONCILIATION OF TREASURER'S AND SECRETARY'S REPORTS

June 30, 1949

	Agricultural Project	Soc. Studies Project	Dues Admin. Exp.
Balance per Secretary's			
Work Sheets.....	\$ 614.03	.....	\$1091.15
<b>Add:</b>			
Error—Deposit of Atwood- Foster Fund.....			100.00
Error—Clough' Salary, Page 3.	.33		
Error—Addition—Total Page 4.	.67		
Sub Totals.....	\$ 615.03	.....	\$1191.15
<b>Deduct:</b>			
Bank Service Charge.....			.12
Omission—Order No. 39.....	1.00		
Omission—Order No. 46.....	105.97		
Balances—Per Treasurer's Report . . . . .	\$ 508.06	.....	\$1191.03

September 30, 1949

Balance per Secretary's			
Work Sheets .....	\$3537.37	.....	\$2633.11
Net Changes (July-June)....	105.97		99.88
<b>Add:</b>			
Error—Order No. 1.....			3.22
Sub Totals.....	3431.40		\$2736.21
<b>Deduct:</b>			
Correction of Error in Deposit.			100.00
Balances, Per Treasurer's Report.	\$3431.40	.....	\$2636.21

**ATWOOD-FOSTER FUND  
RECONCILIATION OF BANK ACCOUNT**

**Louisiana National Bank  
Baton Rouge, La.**

**June 30, 1949**

Balance in bank statement June 30, 1949.....	\$172.42
Add: Amount due from General Fund (Dues, Admin. Exp.*	100.00
	<hr/>

Balance, per books, adjusted, June 30, 1949.....	272.42
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Note:\*Bank Service Charge of 56c to be entered on  
Secretary's records.

**September 30, 1949**

Balance per bank statement, September 30, 1949.....	\$272.42
Add: Deposit in Transit.....	100.00
	<hr/>

Balance, per books, adjusted September 30, 1949.....	\$372.42
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**REPORT OF THE AUDITING COMMITTEE**

Dr. L. A. Davis, President  
The Conference of Presidents of Negro Land Grant Colleges  
Washington, D. C.

Dear President Davis:

We, your Committee, appointed to audit the 1949 financial statements of the Treasurer and Secretary of the Conference of Presidents of Negro Land Grant Colleges as of June 30, 1949, beg leave to report that we have carefully inspected the financial records of both officers and find them reconciled and in agreement.

The Committee further desires to commend these officers for the completeness and accuracy of records.

Respectfully submitted,

E. B. EVANS, Chairman  
ALONZO MORON  
J. T. WILLIAMS, Secretary

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\*Due from General Fund—erroneously deposited in wrong account.



## REPORT OF COMMITTEE ON ENGINEERING EDUCATION

To The Conference of Presidents of  
Negro Land-Grant Colleges

Gentlemen:

Pursuant to your directions, we compiled a Questionnaire to Determine the Status of Engineering Offerings in the Negro Land-Grant Colleges, Needs and Plans for Further Development, which was mailed to twenty institutions, including the Negro Land-Grant Colleges. We received 16 replies, or 80% response. It was found that 7 of the 16 colleges replying were offering courses which they called engineering. Of these, 4 offered architectural engineering, 2 civil engineering, 4 electrical engineering, 4 mechanical engineering, 2 industrial engineering and 1 general engineering.

Of the 7 institutions, in which was included Tuskegee Institute, 4 are offering 1 branch of engineering, 1 (A & T) is offering 3 branches, 2 (S. C. State and Prairie View) are offering 4 branches.

Two of the colleges offering engineering offer it in a school of engineering, four offer it in a department of engineering and one has a division of engineering.

It is very apparent, from the data revealed by the Questionnaire, that all of the institutions are just beginning engineering. For example, Tuskegee is offering electrical engineering, but has no student beyond the freshman year. Tennessee State, which is not counted as an institution offering engineering, plans to offer engineering next year, beginning with only a freshman class.

It appears that persons executing the Questionnaire found it somewhat difficult to give accurate reports with respect to expenditures and appropriations. However, the total cost of operation of engineering schools, departments and divisions last year ranges from \$10,500 to \$89,266, with an average of those reporting this item cost being \$38,941. The total cost of operation of the last five year period ranges from \$25,000 to \$210,000, with an average of those reporting being \$87,250. Administrative salaries and expense range from \$3,500 to \$10,000. Teachers' salaries range from \$7,500 to \$57,612. New equipment has been bought by the institutions varying from \$4,000 to \$27,500. Expenditures and supplies range from \$5.00 to \$5,678. Library expenditures range from \$1,-776 to \$35,411.22.

The colleges which now offer engineering employ 4 full time architectural engineers and 1 part-time architectural engineer, 2

full time civil engineers and one part-time civil engineer, 6 full time electrical engineers and 5 part-time electrical engineers, 3 full time mechanical engineers and 2 part-time mechanical engineers, 2 full time general engineers and 1 part-time general engineer.

The number, rank and salary of personnel are as follows:

<i>Professors</i>	<i>Associate Professors</i>
1—\$4,000-\$5,000	1—\$3,600-\$4,000
2—\$3,600-\$4,320	1—\$3,300-\$4,800
	1—\$3,200-\$4,000
	3—\$2,700-\$3,600
<i>Assistant Professors</i>	<i>Instructors</i>
1—No Salary	\$2,700-\$3,300
4—\$3,000-\$3,600	\$2,400-\$3,600
1—\$2,700-\$4,200	1—\$2,000-\$2,700
\$2,500-\$3,200	
<i>Teaching Assistants</i>	
1—\$75.00 per month	

The schools reporting have a total freshman enrollment of 3,123. Of these 108 are engineering freshmen. There are 2,054 sophomores enrolled in the schools and 118 of these are in engineering. Of the 1,653 juniors, 105 are in engineering. Of the 1,430 seniors, 110 are in engineering.

From the limited data, it would appear:

1. Land-Grant Colleges are beginning to offer engineering and pre-engineering courses.
2. There appears to be a lack of uniformity of course offerings.
3. There appears to be a need to study existing facilities in each college to determine minimum needs to establish standards.

To accomplish this end, it is recommended:

1. That a grant be requested from The General Education Board to make a study of the engineering offering with:
  - (a) a professional consultant
  - (b) a consultant from the U. S. Office of Education, and
  - (c) a consultant from the society for the promotion of engineering education.
2. That the consultants study present offerings and make recommendations for future plans for states, considering occupations and outlook in the state.



3. That the consultants study opportunities for graduates.
4. That the following budget be requested:

Director—salary .....	\$6,000.00
Special Consultants .....	2,000.00
Stenographer . ....	2,400.00
Travel . ....	2,000.00
Supplies . ....	1,000.00
Incidentals . ....	1,600.00

Total . ....\$15,000.00

Respectfully submitted,

M. F. WHITTAKER

F. D. BLUFORD

## REPORT ON SOCIAL STUDIES PROJECT

E. Franklin Frazier, Co-ordinator

October 18, 1949

This report covers the work of the Land-Grant Cooperative Social Studies Project for the period from October, 1948, to the present.

As most of you know, I was out of the country during a portion of the period covered by this report, having spent six months in the Caribbean area where I continued some research which was begun several years ago. During my absence, Dr. Harry J. Walker of the Department of Sociology at Howard University served as Acting Coordinator for the Social Studies Project. Though I was out of the country, I was kept informed of the developments which were taking place and of the problems faced by those in more immediate touch with the work.

### The Work of the Past Year:

Two developments of the past year should be mentioned as of major significance. These are the publication of a monograph covering the Fourth Conference, which includes two researches conducted by teachers in the Land-Grant Colleges; and the initiation of the Land-Tenure Study through the release of a memorandum to all liaison officials. Inasmuch as we have tried during the year to keep you abreast of the work of the Project by sending copies of both the monograph and the study memorandum to all presidents, extended comments on them are not necessary at this time.

We should like to state, however, that the monograph, though not all that we would desire and far from being a finished product,



represents something of the type of work which our officials are capable of doing. It is, in many respects, an improvement over our preceding publications, for the major research report which it includes comes closer than any previously reported study to the objectives set forth in our original working outline of the demographic study. The numerous illustrations and tabular data are meaningful and, we believe, will serve a useful purpose. It may be added that we have had numerous requests from persons in responsible public positions for copies of this monograph. It is my hope that you have had an opportunity to read it by this time.

With respect to the memorandum on the Land-Tenure Study, it is enough to state that the initial working outline and table forms were based upon two volumes from the 1945 Census of Agriculture and covered such topics as number of farms and tenure of operators, size of farms according to tenure classes, age of operators, and value of land and buildings. It is possible to make analyses of these data by color of operator, so that we shall be able to assemble a body of information on nonwhite operators, largely Negroes, in the agricultural economy of the states in which the Land-Grant colleges are located.

A second memorandum has been prepared for the study, and this memorandum along with copies of the special census publication upon which it is based will be sent to all liaison officials this week. The data which we propose to analyze in this second memorandum should furnish a picture of the composition of the farm population, days worked off farm, purchases of fertilizers, value of farm products sold, value of livestock, facilities in farm homes, and something of the extent of mechanization on Southern farms. We shall have information on the value of farm implements and machinery, and on the types of machinery used: that is, tractors of given kinds, motorbuses, combines, milling machines, automobiles, electric motors and gasoline engines. Since the data with which we work are available by color and tenure of farm operator, it will be possible to make an analysis for each state for nonwhite operators and to make comparisons with whites, and we should learn something of the condition which exists for each tenure class of the farming group with regard to the factors studied.

It is necessary to add that the analysis of the data available in the census constitutes the first phase of our investigation. I mention this aspect of the study at this point for we are actively engaged in this phase of the study. It may be mentioned in passing that one institution—Langston University—has already finished one phase of its report and has sent the materials to the Coordinator's office. Another phase of the study, somewhat more technical in nature, will be referred to later in this report.

Finally, in connection with the work of the past year, it is pertinent to state that a visit was made to one institution—Virginia State College. Visits were planned to several other institutions—



West Virginia State College, Kentucky State College, Tennessee A. and I. College, and Atlanta University—but it was not possible to carry out the proposed visits. The major difficulty was that it was necessary to schedule visits to the above-named institutions for a single trip and, for varying reasons, one or another of the liaison officials could not fit his program to the proposed schedule. It was hoped that a meeting of the Southeastern Region could be held at Atlanta, at which time the Acting Coordinator would be present and thus an opportunity afforded to talk with the officials of that Region. We were informed by Dr. Boyd, however, that some of the officials could not make the trip and a regional meeting could not be held.

### **Problems:**

Before placing before you what is proposed for the present school year, I wish to invite your attention to some of the problems we face in the work with a view to soliciting whatever assistance you are in position to offer.

As all you know, research activities, if they are regarded as worthwhile—if not, they should be discontinued—require time and facilities. The type of work which we are conducting, though not very complex, cannot be properly done unless the persons responsible for its execution are given some time off from course work and a minimum of facilities made available. We have recommended repeatedly that some one person, at least, be credited with the Social Studies Project as a part of his official duties. In only one instance—at the Kentucky State College—has it been brought to our attention that the responsible official for the Project has been given time off for his services. We have been somewhat surprised to find that our officials have no separate space in which to assemble their working materials and in which to process data. In one instance, we have found that the only equipment available to the Project was an antiquated typewriter. The official was faced with the problem of making calculations, in some instances based upon six figures, by hand and of drawing diagrams on his desk. It is needless to mention that this condition existed in a State College which had as a part of its curriculum the teaching of commercial subjects and courses in business.

It is fair to suggest that minimum mechanical facilities should include at least one modern tabulating machine, a drawing board, a set of drawing instruments, a standard typewriter in good condition, and filing cabinets. Some secretarial assistance also should be made available. If such minimum requirements are not furnished, then time is lost and the assignments which are made are not finished within the prescribed period, if, indeed, they are done at all. These facilities require some money but not an inordinate sum. If in your judgment the Project is worthy, then tools with which to work must be made available.



Our officials must be permitted to attend the Conferences which we hold. It is from these meetings that we become familiar with the problems they face and have a chance to plan as a group. Further, in the meetings we make an attempt to have persons who are engaged in research present, and always there is an attempt to have some "finished" researches reported. Too often in the past we have been notified that officials will be present, only to receive telegrams at the last moment stating that unavoidable circumstances prevent their attendance of the meetings. I suggest this as a problem, for we have learned a great deal from past experiences which we propose to consider at our conference next Spring. I urge you to make every effort to have the liaison officials for your institutions present at the next conference.

Experience with the manuscripts sent to us confirms our early opinion that in our colleges there are varying degrees of competence among the personnel for conducting research activities. As reported to you last year, it was found necessary to return some of the manuscripts sent to us. Often the appointed official, though competent in his specialty and somewhat eager and enthusiastic to direct the work at his institution, does not possess all of the necessary skills for the research in which we have been engaged. Such technical matters as map-making, the selection of the correct type of illustration for a given set of data, table headings and general table forms, etc., are not always learned in courses in statistics or in the preparation of a doctoral thesis. These remarks are not intended as a reflection on the men who work in Land-Grant institutions; rather, they point to a fundamental weakness of the training program of most of our graduate schools. A recent report on **The Recruitment, Selection and Training of Social Scientists** makes the following observation:

Research training, as it is widely practiced in graduate schools today fails, judging by its end-product, to achieve its purpose in the case of too large a proportion of those who enter teaching positions. And it also leaves many who later devote themselves primarily to research inadequately prepared. Few graduate departments of social science are able to give their students the thorough training in research which can come from actual participation in well-planned research projects guided by competent scientists with adequate facilities at their disposal . . . <sup>1</sup>

The report goes on to suggest that one way of dealing with the matter of developing more competent social scientists is: " . . . through enabling them to carry on some research during the first years after receiving the doctorate rather than being completely engaged in teaching or other routine teaching duties."<sup>2</sup>

<sup>1</sup> Elbridge Sibley, *The Recruitment, Selection, and Training of Social Scientists*, New York: Social Science Research Council, Bulletin No. 58, 1948, p. 130.  
<sup>2</sup> *Ibid.*, p. 132.



These statements are cited for the reason that I want you to understand something of the problems we face in our office and of certain basic conditions that may be corrected. As you know, our personnel for the Project is limited. One assistant is authorized, but the assistant is a full-time member of the Department of Sociology and has duties in addition to regular course instruction which normally fall to a college teacher. We have been in a position of initiating our new study, keeping up the correspondence of the Project, and of spending an undue proportion of time editing manuscripts. Even in the case of the better manuscripts, the exposition must often be re-written in more technical language, tables checked and re-set, and some illustrations done over. When publication is authorized, negotiations with the printer must be carried on, proof must be read, and the product distributed. If errors occur under such conditions, then they become understandable. We propose that steps may be taken to improve the techniques of our social science personnel, and that such improvement will be reflected in better manuscripts. The central office will then be better able to give attention to more important matters.

Your attention is invited once again to the recurring problem of the turnover of liaison officials. The continuity of our work suffers from this fact. In one region, virtually every college had a new liaison official during the past year. This is a tremendous loss to the Project, since the new liaison official must be oriented to the work. Too often there is little information at the local level to guide him. Whenever possible, the probability of a teacher's remaining at the college for several years should be considered in the selection of officials for the Project.

#### **Plans for the Present Year:**

It is proposed this year to hold an Annual Conference in the Spring of the year—as soon as the colleges have completed their present assignments. We propose to devote a portion of the conference time to a research clinic and, for this reason, the program may be a day longer. The conference will have reports on the work done in our institutions during the year; and we shall make plans for the final phase of the Land-Tenure Study. The design of the final phase will call for the planning of an instrument for securing responses from farmers on problems they face and, particularly, on problems related to the impact of mechanization on their tenure and security. As presently conceived, within another year we should be engaged in a type of investigation which is different from anything we have undertaken to date.

We propose to have our personnel undertake some field research in communities as near to the college campuses as possible. We shall use sample areas prepared by the Bureau of the Census. In selecting areas as close as possible to the colleges, we are mindful of the time field investigations require and of the probability of



greater interest on the part of the colleges in the communities which are in proximity to them. Though considerable time will be required, we regard it as a necessary step both for the development of the persons associated with the Project and to secure specific information of value to the Study.

Another volume on the demographic study will be published during the present year. We have two manuscripts in our office at the present time—one on the state of West Virginia and another on Arkansas. It is quite likely that materials on the states of Georgia and Kentucky also will be included. Other manuscripts have been promised us, but we are not so hopeful of receiving them. In our judgment, we have already the materials for another publication.

We are hopeful that a larger number of visits may be made during the present year than during the past year. It is hoped that we may, at least, visit those institutions to which visits were proposed last year.

It appears, also, that the Southwestern Region may be finally organized.

### **Proposals for Reorganizing the Project:**

As a result of past experiences and the proposals for the completion of the Land-Tenure Study, we recommend that the several changes in organization be effected. We cannot any longer struggle along with the limited services at our disposal, and more time will be required for closer supervision if the Project is to yield fruitful results. We propose that a person be employed to devote half time to the Department of Sociology and half time to the Land-Grant Project, with the Department and the Project sharing equal responsibility for the salary of the employee. It is estimated that the portion of the salary to be borne by the Project would be \$2,500.

An arrangement could be worked out by which the person responsible for the work will have one-quarter of the year free from teaching duties. This quarter would be devoted to visiting the various institutions and in working with the officials on the local scene. It is conceivable that a week or ten days could be spent at each of the institutions. The employee will have a limited program in another quarter. By employing a person who could devote half of his time to the Project, there will be ample time not only for visits, but also for more detailed correspondence, editing, and for preparation of directives for the liaison officials. The person who is employed should be a mature person with sound training and should have complete responsibility for the Project.

Inasmuch as more frequent travel by such a person is anticipated, this budget item will have to be increased. The cost of the Project to the Land-Grant Project will be almost doubled. The Project should have a budget of \$5,500 within another year instead of the \$3,000 on which it now operates.

Perhaps the time has now arrived when we should seek out-



side financial assistance for the Project. Dr. DuBois envisioned the development of the Project to the point where outside assistance would become necessary. It may be that we may interest some foundation in the work as an aid to teaching, which I believe it is, for teaching and research cannot be separated. A substantial grant to the Project will permit planning for a period longer than a year. It is my understanding that such financial assistance for projects such as ours is now being granted to white universities. I suggest this as a possibility. If it is received favorably, considerable work and planning must be done to make a case for our work. This will require your active support.

During the past two years we have considered the possibility of having other institutions participate in the work of the Project. A request came to us from Clark College of Atlanta, Georgia, to take an active part in our research work. When it appeared that Princess Anne College, now the Maryland State College, did not carry out its assignments, we asked the regional coordinator for the Border States Region, Dr. Harry Greene of West Virginia State College, to correspond with Morgan State College, with a view to having them develop data on the State of Maryland. Morgan agreed to participate in our research work. Since the time of their acceptance, the situation at the Maryland State College has changed with new leadership and it is our judgment that the necessary personnel for carrying on the Project is now available at that institution. Inasmuch as Morgan has been asked and agreed to participate, I suggest that it be permitted to participate in the research work of the Social Studies Project. I recommend, also, that the same invitation be extended to Clark College.

It is my conception that these institutions would receive from our office the working materials and assignment sent to our Land-Grant colleges. Other than this, I do not know what financial or other arrangements must be made as a condition of their participation. This matter should be considered by the Control Committee, and I shall be pleased to communicate the sentiments of the Committee to the institutions concerned.

It is important to remind you that this marks the fifth year in which Howard University is serving as the sponsoring institution for the Project. During this period we have had some concrete achievements. More important, however, is the fact that a groundwork has been established which, with the changes suggested above, should yield the results which justify our investment. All of us are aware of the changes in process in our Nation; these changes affect all parts of our institutional structure and alter our perspectives. The Land-Grant institutions are directly affected by present and impending changes on the educational front. It does not require the vision of a prophet to discern that the character of our institutions will undergo marked changes within the next decade. And while forces are at work to maintain the isolation in



which we as a group have worked and seek to perpetuate present educational inequities, I venture to state that these forces cannot long persist. The changes of the present represent a real challenge to us, and I am pleased to note that many of you have been outspoken in your condemnation of those who seek to maintain present practices in education. As I see it, the really important thing is for us to be prepared to take advantage of the opportunities that will come to us. Because of the assistance which the Social Studies Project offers our personnel for development and because it represents the type of work in which our colleges should engage, it should be of value to us amidst the present changes.

The financial statement of the Project for the past year is included as an exhibit of this report.

Respectfully submitted,

E. FRANKLIN FRAZIER, Co-ordinator

**HOWARD UNIVERSITY  
GRADUATE SCHOOL—LAND GRANT COLLEGE PROJECT  
COMPARATIVE STATEMENT OF INCOME AND EXPENSE  
FOR FISCAL YEARS 1948-49 and 1947-48 AT JUNE 30**

**Income**

	1948-49	1947-48
Unexpended balance from previous year....	\$2,004.96	\$ 486.30
Contribution from Howard University.....	1,000.00	1,000.00
Grant from Land Grant College Association..	2,000.00	2,000.00
	<hr/>	<hr/>
Total Income.....	\$5,004.96	\$3,486.30

**Expense**

Salaries . . . . .	\$ 600.00	\$ 600.00
Wages . . . . .	198.75	40.50
Travel . . . . .	17.10	100.00
Printing and Binding.....	1,219.00	17.35
Other Contract Services.....	530.00	660.00
Postage . . . . .	27.93	40.00
Supplies and Materials.....	8.78	23.49
	<hr/>	<hr/>
Total Expense.....	\$2,601.56	\$1,481.34
BALANCE—June 30, 1949.....	\$2,403.40	\$2,004.96

J. B. CLARKE, Treasurer



## **MEMORIAL TO THE LATE DR. LUTHER H. FOSTER**

Former President of Virginia State College  
Former President of Conference of Presidents of Negro Land  
Grant Colleges  
Chairman of the Executive Committee at the time of his passing

**"Always A Friend"**

**Luther H. Foster**

We here today and now bear witness to the valor of the late Luther H. Foster. This man, our friend, possessed wide interests in the gamut of human affairs. Any memorial is inadequate for no memorial can substitute the living, lively, vibrant, and vital life of Luther H. Foster. We cannot approximate accurately nor perpetuate for our continuing good his keen analysis, his sound judgment, his penetrating methodology, his human kinship with all kinds of people everywhere and his integrity and character. We can try to emulate the pervading influence of his leadership which radiated in ever-widening waves from the study in his home or the desk in his office. The qualities of this man's mind and soul reflected the finer hopes and ideals of what we call the American way of life.

The late Dr. Foster's work at Virginia State College, with the General Education Board, with this Conference group of College Presidents, with work on the problems and plans which relate to Negro and our national and community life make-up the real memorial to Dr. Foster. He will ever live in the lives and successes of the young people whose futures he so greatly helped to determine. Dr. Foster's life was linked with problems which require eternity for completion and from this linkage comes his grant in perpetuity and immortality.

Luther H. Foster has joined his co-workers—Dudley, N. B. Young, Page, G. P. Russell, Council, George W. Trenholm, Wilkinson, Johnston, Wright, Rowan, Clark, Gandy, Lee, Terrell, Young, Hale, Watson Prillerman and John H. Hill. These are now the stars which shine to illumine our path-way. And they have left to us unfinished tasks in education. We wish for the late Dr. Foster the continuity of the peace of mind and friendships which today, he enjoys on the other side.

**JOHN W. DAVIS**

## PROPOSED PROJECT IN GUIDANCE

### The Problem

It is generally conceded that guidance is one of the most important phases of education; and that it is required in order to assure optimum results from the educational process. It is also generally conceded that the problem of life most needing the services of guidance is the problem of occupational adjustment. This problem cannot be adequately attacked, however, except in relation to the total guidance and personnel needs of students; and to the broad economic, social, and psychological context within which the student operates as a unified organism.

A guidance manual recently issued by the New York City school system points out that more individuals fail on their jobs because of personality factors (ignored by many vocational guidance programs) than for lack of ability. It further emphasizes that teachers and counselors (including those primarily concerned with occupational guidance) have as much responsibility for the development of a student's personality as for helping him to acquire knowledge and salable skills.

The growing complexity and increasing tensions of our present day technological life; the multiplicity of choices which the average person must make; and the state of uncertainty and confusion which characterizes most youth demand a program of intelligent, systematic, and sympathetic guidance.

Negro youth especially need assistance because all the problems indicated above bear upon them with a particular force; and their increased opportunities present a special and urgent demand. In spite of this, studies show that Negro schools and colleges are woefully lacking in adequate guidance and personnel programs. The need for such programs and expert counselors is recognized. But we cannot wait until this need is met. Even if it is met, there is an additional need that is just as urgent, it is teachers—regular classroom teachers—who have the personnel point of view; who have some knowledge of the fundamental principles of guidance; and who have some competence in using the simple guidance techniques which are called for in their everyday contacts with pupils. This is so because of the wide and continuous opportunity (and responsibility) for classroom teachers to provide guidance, and because of their increasing need to use personnel information and techniques.

### The Project

This project is designed for the purpose of attacking the problem indicated above. Specifically it is designed for the purpose of assisting educational institutions (1) to assume their responsibility in developing the personnel point of view and adequate guidance and personnel programs on their own campuses; (2) to develop



training programs in guidance and personnel principles and techniques appropriate for the classroom teacher; and (3) to provide a specific program of vocational guidance, placement, and follow-up for their students and graduates.

Elements of this project will include, among other things, assistance to institutions in:

1. Analyzing and diagnosing the backgrounds, aptitudes, abilities, interests, intelligence, and physical, mental, and emotional characteristics of their students;
2. Collecting and disseminating economic and social data useful in a personnel program;
3. Keeping and using adequate personnel records;
4. Providing exploratory occupational experiences (through hobbies, part-time work, work-study programs, and internships.)
5. Using the entire curriculum (and extracurriculum) as a guidance medium;
6. Providing counseling services—based on clinical procedures and results;
7. Providing placement and follow-up services;
8. Developing a broad point of view and democratic attitude toward different occupations and toward persons engaged in them.

### **Occupational Emphasis**

Because of the urgency of problems relating to jobs, emphasis will be given to guidance for occupational adjustment. However, as indicated earlier, this can be done effectively only in terms of its proper relations to the over-all program of guidance and personnel. The term "occupational adjustment" means "harmonious relations between the abilities, aptitudes, interests, personality characteristics, attitudes, and satisfactions of the individual and job requirements and opportunities in the work situation." Guidance for occupational adjustment must be considered, therefore, within the over-all framework of our economic, social, and political life; and hence, will be concerned with:

1. The wide range of occupations from which to choose;
2. The increasing recognition of the integrity and worth of the individual;
3. Changes resulting from nation-wide economic and social crises;
4. Changes resulting from political and social factors—such as the Social Security, Wagner, and Taft-Hartley Acts;
5. Changes resulting from technological development—new processes and products, new industries and occupations;



6. Influence of home and family life factors, and judgments of parents, teachers, and associates;
7. Variations in public opinion regarding factors of adjustment and prestige of occupations.

It is obvious from the above that if guidance for occupational adjustment is to function adequately, its specialized phases must not be overstressed, to the neglect of those related elements throughout the curriculum, and especially in the fields of psychology, sociology, economics, language, biology, philosophy, and art. They all have contributions to make, and an effective guidance and personnel program will provide such a coordination and synthesis as to enable each field and individual engaged therein to make the maximum contribution to the personality and occupational adjustment of every student and graduate.

Educational institutions are eager for such help as indicated here, and it is believed that the project proposed herein is the best and most economical means of providing that help.

### **Organization and Conduct of the Project**

The following organizational and operational arrangements are proposed:

1. There shall be an advisory committee composed of representatives of industry (management and personnel officers); educational institutions and school systems (administration, teachers, and personnel specialists); Urban League and Office of Education; and certain other special groups.
2. A small executive or control committee composed of representatives of the Advisory Committee.
3. Two directors, working in close cooperation; and representing respectively the educational and occupational aspects of the project. It is suggested that each director (subject to approval of the control committee) have supervision of that part of the budget and that phase of the project relating to his particular interest. The services of these directors would, of course, be contributed to the project.
4. Service to institutions would be by invitation, and the invitations accepted would be determined by definite criteria developed by the directors and control committee and approved by the advisory committee. Such factors as the following might be among those that would be considered: Readiness of an institution to profit by the visit of a consultant, its current plans and program, its facilities and determination to follow-up the visit and to implement the resultant recommendations, its ability and willingness to fit into the travel schedule of the consultant, and order of



- application. The application form will be an adaptation of a similar form used by the American Council on Education.
5. If the request is approved, that portion of the grant relating to the general phase of guidance and personnel might be made to one of the established educational organizations that has a good fiscal administration, such as the National Education Association. This organization has already offered to serve as the fiscal agent for the project without making a service charge.

### **Attack Upon the Problem**

Upon the assumption that the best place to attack the problem was the teacher-preparing institutions, the Office of Education sponsored a conference on guidance last May for the purpose of helping to make teacher-preparing institutions more aware of their responsibility in orienting pre-service and in-service teachers to the personnel point of view, and in the use of guidance techniques in education.

The following organizations cooperated with the Office in sponsoring this conference and sent representatives to participate: The American Teachers Association, the Association of Colleges and Secondary Schools for Negroes, the Conference of Presidents of Negro Land Grant Colleges, the National Association of Collegiate Deans and Registrars, and the National Urban League. In addition, several teacher-preparing institutions and public school systems sent delegates.

The specific purposes of the Conference were to: (1) identify some of the special problems of Negroes that may be ameliorated through the application of the principles and methods of guidance; (2) to suggest possible applications of guidance principles and methods to these special problems; and (3) to formulate plans for the preparation of a handbook containing suggestions and source materials for use by teachers and counselors of Negroes on different educational levels, and in different situations; and (4) to plan a follow-up project for the purpose of implementing the findings and recommendations of the May conference and subsequent studies and conferences.

It was the general consensus that purposes (1) and (2) were largely achieved. A summary of their content will be included in the handbook, indicated in (3) above. A committee was authorized and appointed to assist in the preparation of the handbook—which is now in process. The proposed project outlined herein sets forth the plan for effectuating purpose (4) above.

### **Manifestation of Interest**

The widespread interest in this problem has been evident on every hand. The American Teachers Association in its 1949 summer meeting devoted considerable time to a discussion of the Con-

ference and its findings. The Conference of Presidents of Negro Land Grant Colleges in its 1949 fall meeting followed up the May Conference by adopting guidance and occupational trends as its theme, and devoted two entire sessions to this theme. Both these organizations passed resolutions endorsing our present efforts in the field of guidance, and pledging their support. The Executive Committees of the Association of Colleges and Secondary Schools, and of the National Association of Deans and Registrars also endorsed the action of the Project.

The presidents of the four national educational organizations named have formed a committee for the purpose of making a joint effort in implementing the plans that have been formulated. They have been joined by the presidents of the Association of Deans of Women and Advisers to Girls in Negro Schools, and the National Association of Personnel Deans and Advisers of Men in Negro Educational Institutions. State Teachers Association, and individual schools and colleges have shown renewed and gratifying interest in the subject of guidance.

### **The Proposed Project**

What is needed is an organized program for the purpose of capitalizing on the gains made; giving stimulation and guidance to efforts now being made and that may be made, especially in teacher-preparing institutions; and in helping to coordinate these efforts. It is the considered judgment of the committee that effective and lasting results can be achieved only if the program is projected on a solid financial basis with highly qualified personnel, and continues for at least three years. It is proposed, therefore, that the project include (1) the publication and distribution of the handbook; (2) assembling and distribution of packets of guidance materials; (3) provision of two traveling consultants; (4) conduct of six workshops or institutes; and (5) provision of fellowships and scholarships. Detailed explanations of these items are given on the attached Budget and Justification sheets.



# BUDGET AND JUSTIFICATION

Item and Purpose	First Year	Second Year	Third Year	Total Cost for 3 Years
<b>1. Traveling Consultants</b>				
a. First consultant				
Salary @ \$7,500.....	\$ 7,500	\$ 7,500	\$ 7,500	\$ 22,500
Traveling expenses @ \$1,000.....	1,000	1,000	1,000	3,000
<p>This consultant will visit teacher-preparing institutions for periods of from two to ten days, for the purpose of (1) assisting the institution in exploring and using resources on the campus and in the community as they attempt to orient their enrollees to the principles and techniques of guidance; (2) assisting institutions in improving their own guidance and personnel practices for their students; and (3) working with faculty members, administrative officers, and students in achieving whatever objectives of the Project that seem most appropriate for a given institution. (See statement of problem and project for further details.)</p>				
b. Second consultant				
Salary @ \$7,500.....	7,500	7,500	7,500	22,500
Traveling expenses @ \$1,000.....	1,000	1,000	1,000	3,000
<p>This consultant will visit the colleges for brief periods, for the purpose of assisting them in placing</p>				

# BUDGET AND JUSTIFICATION—Continued

Item and Purpose	First Year	Second Year	Third Year	Total Cost for 3 Years
their graduates (especially those not going into teaching) and in working with the guidance personnel from the occupational training and placement points of view.				
<b>2. Guidance Handbook</b>				350
Travel of handbook committee.....	350			
This handbook will provide source materials and references relating to the life of Negroes, a knowledge of which should be useful in counseling Negro youth. It will also include a brief treatment of the application of certain guidance principles and techniques as suggestions to teachers and counselors of Negroes on different educational levels, and in different situations. The Office of Education will process and distribute this handbook. However, it will be necessary to have a two or three day meeting of the handbook committee, and extra stenographic assistance will be needed.				
<b>3. Packets of Guidance Materials</b>				750
Essential books, pamphlets, films, etc., for 50 packets...	750			
There should be two groups of packets, one for teacher preparing institutions, the other for high schools in remote areas without library facilities.				



They would be distributed on a loan basis, the receiving institution paying the postage or express.

The packets for teacher-preparing institutions would contain materials helpful to instructors having charge of the general course in guidance for in-service and pre-service teachers. The packets for high schools would contain materials helpful to teachers offering guidance to their pupils.

The handbook committee would assist in selecting the materials to be included in the packets.

#### 4. Summer Workshops

- a. 4 workshops for teacher-trainers, supervisors, deans, and others responsible for the preparation of teachers..

These workshops are for the purpose of providing (1) information about guidance principles and practices and materials for educational administrators, supervisors, and teacher trainers; (2) assistance to the above-named officers in organizing and improving the guidance and personnel services of their own institutions; (3) help in developing in-service and pre-service training programs in guidance and personnel for classroom teachers in colleges, and in elementary and high schools; and (4) further training in guidance and personnel methods, techniques and procedures for persons who are, or who wish to become counselors. One workshop would be held the first year, probably in the South-Central area; and

4,000	8,000	4,000	16,000
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# BUDGET AND JUSTIFICATION—Continued

Item and Purpose	First Year	Second Year	Third Year	Total Cost for 3 Years
during the second year, probably one each in the South-eastern area and the South-western area; and during the third year, one in the Border States area. It is anticipated that 40 persons will be enrolled and that scholarships of \$75 each will be provided them.				
The Office of Education would be willing to provide direction and supervision, some consultative services, some office space, and other facilities for the workshops, which contribution would probably be equivalent to \$12,000-\$15,000.				
<b>5. Fellowships and Scholarships</b>				
a. Ten regular session fellowships @ \$2,500, should be provided for persons with special talent, who are now or expect to become counselors for study at large university centers, (4 for each of the first 2 years, and 2 for the third year).....	10,000	10,000	5,000	25,000
b. Ten summer session scholarships @ \$350 each, should be provided for same type of persons mentioned above, for study at large university centers (2 for the 1st summer, 6 for the second summer, and 2 for the third summer).....	700	2,100	700	3,500
<b>6. Stenographic and Clerical Assistance</b> .....	2,500	2,500	2,500	7,500
<b>7. Miscellaneous Expenses</b> .....	500	500	500	1,500
<b>TOTALS</b> .....	\$35,800	\$40,100	\$29,700	\$195,600



## WHAT EVERY TEACHER SHOULD KNOW ABOUT GUIDANCE

CLIFFORD P. FROEHLICH

Specialist for Training Guidance Personnel  
Office of Education, Federal Security Agency

What should every teacher know about guidance? Should he not know to a degree the same order of things which a fully trained counselor knows? I believe that he should. This paper will, therefore, review briefly the latest thinking about counselor preparation. From there it will consider to what extent every teacher should be familiar with the guidance practices involved. Let us, therefore, turn our attention to the task of spelling out the nature of the educational program designed for the preparation of counselors.

Within the past year, two groups of persons vitally concerned with the preparation of counselors have formulated recommendations for the improvement of programs of counselor education. Both groups have prepared publications which set forth their recommendations. I should like to review with you the recommendations of these groups.

The 8th National Conference of State Supervisors of Guidance Services and Counselor Trainers approved a report entitled "Duties, Standards, and Qualifications of Counselors." This is the first of a series of reports on various aspects of counselor preparation which were submitted to the Conference by national committees of State Supervisors and Counselor Trainers. The committee dealing with the duties, standards, and qualifications of counselors began its study in the spring of 1948 and presented its report at the National Conference in September of that year. In the light of the discussion at the Conference the committee report was revised before it was released for distribution.

The National Vocational Guidance Association, through its Division of Professional Training and Certification, appointed a planning committee in September, 1947, to prepare a manual on the preparation of counselors. This committee issued a tentative report in April, 1948, which created considerable interest on the part of other professional organizations. In the fall of that year, all of the organizations which had expressed a desire to cooperate with the N. V. G. A. committee were invited to participate in the establishment of a Joint Committee on Counselor Preparation. The following organizations sent official representatives to the Joint Committee:

1. American College Personnel Association.
2. Division of Counseling and Guidance, American Psychological Association.
3. National Rehabilitation Association.
4. National Vocational Guidance Association.
5. Office of Education, Federal Security Agency.



6. National Association of Guidance Supervisors.
7. U. S. Employment Service, Federal Security Agency.
8. Veterans Administration.

The Joint Committee in April of this year published their findings in a small booklet entitled "Counselor Preparation."

These two publications suggest areas in which prospective counselors should be given preparation. The publications are noteworthy from at least two viewpoints. First, neither one lists specific courses to be taken, but rather, both set forth recommendations in terms of broad, but delimited, areas of knowledge and experience. They recognize that specific courses must depend upon the personnel and the facilities available at each institution. The broad-area approach allows each institution to organize patterns of courses in terms of its present offerings. It should also enable each institution to review its present course offerings in terms of how well they cover the various areas of training.

The second noteworthy feature of these two publications is their agreement on the specific areas in which a counselor should be prepared. The areas from the two publications are listed in parallel fashion below:

<b>Duties, Standards and Qualifications of Counselors<sup>1</sup></b>	<b>Counselors Preparation<sup>2</sup></b>
Principles	Philosophy and Principles
Understanding the Individual	The study of the Individual
	Growth and development of the Individual
Educational and Occupational Information	Collecting, Evaluating and Using Occupational, Educational, and Related Information
The Counseling Process	Techniques Used in Counseling
	Supervised Experience in Counseling
Administrative Relationships of the Guidance Program	Administrative and Community Relationships
Research and Evaluation Procedures for Counselors	

These committee reports, I believe, make a significant contribution by setting forth their recommendations in terms of areas

<sup>1</sup> A committee report from the proceedings of the 8th National Conference of State Supervisors of Guidance Services and Counselor Trainers sponsored by the Occupational Information and Guidance Service, U. S. Office of Education. Single copies available from U. S. Office of Education, Washington 25, D. C.

<sup>2</sup> A joint committee composed of official representatives of eight national organizations prepared this statement. It is distributed by the National Vocational Guidance Association, 82 Beaver Street, New York City, at 50 cents per copy, postpaid.



and even more important by agreeing on the areas in which counselors should be prepared. But after reading these reports, one cannot help but ask such questions as "Do these recommendations call for many changes in present counselor training programs?" or "Are the recommendations so far beyond the present condition that there is no hope that they can be put into practice?" Questions like these prompted the Occupational Information and Guidance Service and the Division of Higher Education of the Office of Education to make a study of the present guidance offerings of colleges and universities. The offerings of 1,010 universities, colleges and teachers colleges, listed in the 1947-48 edition of the "Educational Directory, Higher Education,"<sup>3</sup> were studied. Data was secured by reading each of the catalogues of these institutions. At times it was difficult to decide whether or not to include certain of the courses offered. In general, only those courses giving specific training for guidance duties were considered. Courses such as Counseling Techniques, Analysis of the Individual, or Occupational Information, were included, while courses such as Statistics, Educational Psychology, or Secondary Education were not. The guidance courses were categorized by 12 areas. Table 1 showed the number and per cent of all institutions which offer one or more courses in each of the 12 areas. It also shows comparable figures for the 17 Negro Land Grant institutions, which are members of this conference.

TABLE 1<sup>4</sup>

**Number of Institutions Offering One or More Courses in Each of Twelve Areas of Counselor Preparation**

Area of Preparation	All Institutions*		Negro Land Grant Institutions**	
	Number	Percent	Number	Percent
Basic Guidance Course	513	51	10	59
Understanding the Individual	548	54	11	65
Tests and Measurements	792	78	11	65
Occupational Information	100	10	3	18
Counseling	169	17	1	06
Organization and Administr'n	78	08	2	12
Group Methods	34	03	2	12
Mental Hygiene	453	45	4	24
Related Psychology Courses	220	22	4	24
Supervised Practice	100	10	1	06
Seminars, Special Problems	72	07	0	0
Combined Techniques	88	09	2	12

<sup>3</sup> Daiger, Henry G., *Educational Directory, Higher Education*. Office of Education, Washington, D. C. United States Government Printing Office. 1948. 153 p.

<sup>4</sup> Based upon data contained in "Guidance Workers' Preparation: A Directory of the Guidance Offerings of Colleges and Universities," prepared by the Office of Education, Federal Security Agency. Single copies free.

\* Total Number, 1010.

\*\*Total Number, 17.



What then is the significance of the data obtained in Table 1? They indicated that a person selecting an institution to prepare himself as a counselor must give careful attention to its offerings. For example, Table 1 indicates that a person desiring specialized training in the organization and administration of guidance programs must limit his choice to 78 institutions. Whereas, the person desiring some training in tests and measurements has a choice of 792 institutions. In the case of Negro Land Grant institutions, a person desiring a course in "Organization and Administration" would be limited to 2 institutions, but could secure training in tests and measurements at 65 per cent of the institutions.

It is quite apparent that we cannot expect every teacher to acquire all of the training which is recommended for counselors. Although it would be desirable if every teacher were trained as a counselor, there is little basis in fact for claiming that every teacher is a counselor. Our teacher education programs are not able to include the developing of competencies as a counselor, in addition to the numerous competencies needed for success as a teacher. Consequently, we are faced with the problem of giving prospective teachers as much preparation for guidance duties as time will allow. An appraisal of the situation can lead to no other conclusion than that we can not expect to insert more than one guidance course in the teacher education curriculum. This one course must of necessity be a basic course.

During the past year the Office of Education has collected course outlines for a basic course in guidance. There are two major points of agreement among the courses. First, they are conceived as an overview of the guidance area. Most of the courses are designed to acquaint the student with the breadth or scope of the guidance program. They are not concerned with intensive study of any particular set of guidance services, tools, or techniques. The second point of agreement is on the general nature of the topics to be considered. A composite first course constructed from the outlines at hand includes these topics:

- History of the Guidance Movement
- The Need for a Guidance Program
- Objectives and Definitions of Guidance Work
- Study of the Individual Through Tests and Other Devices
- Occupational Information Procedures
- Group Guidance Techniques
- Survey of Counseling Techniques
- Survey of Placement and Follow-up
- Organization and Administration of the Guidance Program
- The Role of Staff Members in the Guidance Program
- A Review of Psychological Principles Involved in Counseling.

Since such a course usually carries two or three hours of credit, it is obvious that only surface treatment can be given to



each of the topics in this inclusive list. Presumably, at the completion of the course, the student has at least a nodding acquaintance with a variety of guidance concepts. It is unlikely that he has a mastery of any guidance tool or technique. Consequently, the course has little utilitarian value unless it is followed by additional guidance courses. It is truly background training.

It is the thesis of the Occupational Information and Guidance Service that this type of basic course is not suited to the needs of the teachers taking it. Because we realize that teachers will probably be exposed to only one guidance course, the temptation is great to make it all-inclusive. The decision on content must be made upon some basis other than how much we would like to have teachers know. The practical approach is how much can we teach them! Viewed in this light, the construction of the content outline requires a careful selection of learning experiences. Should they not be selected on the basis of their contribution to competencies which can be used on the job by those who take the course?

A review of the composite outline previously presented makes it apparent that few competencies can be developed in time allowed, if all the topics must be covered. What teachers are now getting is a large dose of concepts and ideas with little or no practical application. Through such an introduction, their natural reaction to the guidance program may well be that it is all right in theory, but of little practical value. Or worse, they may consider it just another dull education course. Teachers need and are entitled to a basic course in guidance, which will enable them to develop the competencies needed to assume their role in the total guidance program of the school. What does this mean in terms of reorganizing our present courses?

First, the objective of the course is no longer to provide an overview of the guidance area. The objective is changed to one of assisting students to achieve competency in the use of selected guidance tools and techniques. Upon completion of the course, the students should be able to build additional competencies through further training or to utilize these competencies in school situations. Thus, a teacher who takes a basic course in guidance during the summer should return to her job in the fall with the ability to use certain guidance tools and techniques in her dealings with pupils. If she pursues further training, she should acquire additional competencies in the more advanced courses. But, if she has had only the basic course, her training would be functional in terms of the job she has to do.

Second, the tools and techniques of guidance to be included in the course will have to be carefully selected. They should be selected on the basis of which ones have the widest usefulness for educators in general. Of these, which are simple enough to enable students to gain competency in their use in their available time?



The selection of specific techniques and tools will, of course, depend upon the previous experiences of class members. Allowing for individual variation, from the following list appropriate objectives might be selected:

- How to Administer and Interpret a Personal Data Blank
- How to Construct and Make Sense out of a Sociogram
- How to Conduct a Fact-Finding Interview with Pupils and with Parents
- How to Observe and Report Significant Pupil Behavior
- How to Construct a Scattergram to Contrast Pupil Achievement with Ability
- How to Use a Cumulative Record to Gain an Understanding of a pupil
- How to Secure Help from the Guidance Program in Understanding Pupils
- Need of Guidance Services
- How to Recognize by Classroom and Other Behavior Pupils in
- How to Refer Students to the Counselor
- How to Use Guidance Procedures to Increase the Efficiency of the Educative Process.

The competencies, which can be achieved from such a course, are those that most teachers need if they are to be successful teachers. From such a course they will get a guidance point of view. More than that, they will have a set of tools and techniques which will enable them to activate their own points of view. Nor are such competencies of less value to students who secure additional guidance training. They would provide a firm base upon which additional competencies could be built.

What do these recommendations mean in terms of present offerings of the 17 Negro Land Grant institutions?

First, since all of these institutions train teachers, it follows that all should offer at least a basic course in guidance work. At present, only 10 of the 17 offer such a course.

Second, when a basic course is offered, it should be aimed at the development of guidance competencies rather than an overview of the field.

Third, it appears that there are not more than 2 institutions now offering a reasonably adequate program for the preparation of counselors. Until this situation is changed, Negro counselors will continue to be trained in other institutions where there is little opportunity to study intensively the special problems encountered in a guidance program for Negroes. Leadership in research on the guidance problems of Negroes and educating persons to deal with them must come from the Negro institutions.



## INTEGRATING THE GRADUATES OF NEGRO LAND GRANT COLLEGES INTO BUSINESS AND INDUSTRY

W. V. HARPER, Coordinator,

Division of Engineering and Industrial Education, Tennessee  
A. & I. State College, Nashville 8, Tennessee

Master of Ceremonies, Presidents of the Negro Land Grant Colleges, Honored Guest, Ladies and Gentlemen, this occasion affords an opportunity for reflective thinking on the educational philosophies underpinning the educational programs which are now being operated in our schools and colleges.

Here at this occasion are some of the outstanding educational leaders of the day. You are the men who must mold the pattern and shape the destiny of the Negro race in business, industry, commerce, agriculture, science, health, recreation, religion, culture and yes, politics.

Your speaker comes to you, not as one who professes to have the answer to the many complex and varied problems which confront us as we attempt to design an educational program which will enable us to raise the economic status of the Negro race, rather, we accepted your invitation to visit with you as an humble servant, realizing our inability to even raise questions which your mature minds may use as food for thinking. We appreciate the opportunity which you have so graciously granted us and we are especially thankful to Dr. W. S. Davis, our President at Tennessee A and I State College for making it possible for us to be with you. We pray that you will listen to us with open minds and open hearts as a Father would listen to his son who is beginning to have mature ideas of his own.

The subject which you have assigned us to discuss with you this evening, "INTEGRATING THE GRADUATES OF NEGRO LAND GRANT COLLEGES INTO BUSINESS AND INDUSTRY" is an important one as well as a complex one. This subject is important because it bespeaks one of the principal functions of our Land Grant Colleges. It is a complex one because it involves re-thinking of our educational philosophies and the re-organization of our educational programs and facilities. I am sure that you will agree with me that it is a mistake to think of integrating the graduates of our colleges into business and industry without first integrating the program of the colleges. We must integrate the whole or none at all. Neither business nor industry is too much interested in the product of a college's educational program which organizes and conducts its training without giving them the opportunity to say at least in an advisory capacity in what type of training program the product is to be trained. In our teacher training programs, the colleges work very closely with the State and Local Boards of Education in determining the needs of the



schools in which the teacher training product is to serve, but in our business, agricultural and industrial departments of our colleges, little organized effort is expended in determining the needs of those for which we want our products to ultimately find employment.

The college courses in the applied fields should be re-organized to meet the needs of the business and industry. Short courses should be offered to re-train persons who are displaced because of employment shifts and short courses should be organized to supplement the training of those already employed. Long range courses such as our professional courses in the fields of Engineering, Agriculture, Business, Industry and Science normally offered on the four year basis should be based upon the demands of business and industry.

There are three phases of this program which I think are vital and wish to present for your consideration this evening.

1. THE LAND GRANT COLLEGE AS A FOCAL POINT OF EDUCATIONAL SERVICES FOR THE STATE.
2. THE NATIONAL NEGRO BUSINESS LEAGUE AS A CO-ORDINATING AGENCY ON THE NATIONAL LEVEL.
3. A WORKING PLAN FOR THE COLLEGE TO INTEGRATE ITS GRADUATES INTO BUSINESS AND INDUSTRY.

#### **The College As A Focal Point For Educational Services On The State Levels**

We have here a graph which should aid in making clear the picture we are presenting with the college as a focal point of educational services. The center of the picture represents the college campus or community. The college has attained great heights in academic efficiency and pedagogical "know-how." It has brought into the community a well trained faculty in Agriculture, Business, Commerce, Education, Liberal Arts, Economics, Social and Political Science, Pure Science, Home Economics, Industry, Religion, Law, Humanities, Health and Physical Education, Research and many others. It has surrounded itself with great brain power and has moved upward perpendicularly. (See Appendix I)

Now, let us look briefly at the other part of the picture which is the "work-a-day world." In this part of the picture, we see phases of our national life which bear almost the identical names that are borne by the departments of the college. We have Business, Agriculture, Education, Commerce, Government, Health, Recreation, the Home and many others. Since we are interested here in the integration of the graduates of our colleges into business and industry in our "work-a-day world," let us make a brief mental visit to any one of the businesses or industries located in



this part of the picture, and let us compare what goes on in our college departments with that which goes on in the business and industrial establishments in the "work-a-day world."

Time will not permit us to remain long on this mental visit, but as we hurry through our tour, I am sure that we will observe that the standards, methods, efficiency, work schedules, physical plants, the equipment, machinery and materials are different and even the personnel is different in industry and business from that which we find in the departments on our college campus. I am sure as the result of our visit, we all are wondering if the training objectives of our departments meet the present needs of business and industry.

The series of black lines surrounding the college campus on the picture and is between the college and the "work-a-day world" represents the gulf or chasm which has separated the educational services of the college from the "work-a-day world" and the "work-a-day world" from the college, therefore, with this chasm existing, it is impossible for either of the two institutions to know what is going on in the others' back yard.

The heavy black lines spanning the chasm represents bridges connecting the college educational services with the "work-a-day world" and the arrows pointing in both directions represents lines of contact between representatives of the college and the "work-a-day world." These contacts should be frequent and constant. We cannot hope to establish the proper rapport with our neighbors with only occasional visits, therefore our visits must be planned and our trips organized with a very definite goal in mind.

To plan these contacts between business and industry, the college will need a bridge builder who is capable of creating devices and techniques for extending educational services into the "work-a-day world" and bringing the technical know how into the college community.

### **The National Negro Business League As A Coordinating Agency For Educational Services On The National Level**

There are several national organizations which have a program designed to integrate the Negro into business and Industry. The National Urban League is one of these organizations and should be commended for the very fine work they are doing in this connection. However, the Urban League as well as other organizations have emphasized the integration of Negroes into business and industries which are owned and operated by members of the other race and into governmental services. I am sure that you will agree that this type of service needs all the support that we can give. An educational program designed to raise the total economic status of the Negro is long over due. We cannot hope to become economically secure as a race as long as we have to depend on the



pay rolls of business and industry owned and operated by another race. Our colleges should begin to take a more active part in rendering the type of educational services which will upgrade, develop and expand businesses and industry owned and operated by members of the Negro race.

During the national convention of the National Negro Business League held in Tampa, Florida in 1947, the League authorized its' President to establish a Commisison on Education. The purpose of the commission is to develop an educational program which will promote the cooperation of schools and colleges, business and industry in organizing on state and local levels business leagues and clinics. The membership of the league would be composed of men and women in small business and through the organization, they would be in position to receive educational services which are available through federal and state governmental agencies. The Land Grant Colleges would serve as the coordinating agencies on the state and local levels.

The Commisison on Education drew up a program and presented it to the executive committee of the National Negro Business League in the 1949 convention held in Detroit during the month of August. I wish at this time to outline this program to you. The program is designed to assist the small business man in improving his economic status. The program is now on press and we will be glad to send you a copy when it becomes available.

Chart No. 1 shows the proposed organization of the National Negro Business League. The Board of Directors is composed of the President and representatives of the national affiliated organizations such as the National Real Estate and Broker's Association; the National Builders Association; National Business Teachers Association and the National Building and Loan Association. The President of the National Negro Business League is executive officer of the board. (These organizations are now raising \$50,000 for the operational cost of the League, and \$50,000 to construct a building for national headquarters. The site on which the building is to be located was donated by the National Real-Estate and Broker's Association.)

The executive secretary is administrative officer of the National Negro Business League and as such he is to administrate the affairs of the League from the national headquarters which in all probability will be located here in Washington.

Some of the functions of the office of the executive secretary are to promote the organization of state and local leagues; serve as a public relation agency; conduct research in business and industry; coordinate educational services and make them available to the small business man; edit and publish the National Organ of the League.

The function of the regional organization will be to assist the executive secretary and his staff in carrying out his function on



regional, state and local levels. Educational institutions such as the Negro Land Grant Colleges should serve as coordinating agencies on the state and local levels, and assist in the organization of local and state business leagues, also making available educational services through business clinics.

The state chapter of the National Negro Business League will receive a charter from the national headquarters and become an integral part of the national body with full authority to organize local leagues and district clinics within the state.

Chart No. 2 shows how the National Negro Business League may serve as a coordinating agency of the several national organizations. The National Negro Business League as a coordinating agency will make available to the small business man the services which are rendered through these organizations. It is not the intention of the National Negro Business League to in any way displace or usurp the functions of other organizations, rather it is a desire of the National Negro Business League to strengthen these organizations and their programs. (See Appendix III). The need for combining our efforts in raising the total economic status of the Negro is apparent and any organization having that as a goal should certainly receive our whole hearted support.

Chart No. 3 presents the structural organization of the Commission on Education of the National Negro Business League. The primary objective of this commission is to develop and promote a program of education for small business and industry in cooperation with the schools and colleges. (See Appendix IV.)

The lines of authority within the organization of the National Negro Business League are the same as pointed out to you on Chart No. 1. The function of the commission is to develop a program of education designed to reach the small business men on the local level in your home town. The commission for the present intends to offer services in five areas: (1) Research, (2) Agriculture, (3) Business, (4) Industry, (5) Consumer Education.

**RESEARCH:** The Research committee has developed plans which should aid educational institutions in studying phases of the economic life of the Negro. The data gathered on the economic life of the Negro will be published through the Organ of the National Negro Business League. Increased knowledge about business and industry as it affects the Negro and the total economic life of America if made available to small business on the local levels in a way that he will understand and is assisted in making proper use of it should enable him to improve his status as a business man.

**AGRICULTURE:** Agriculture is our nation's largest industry and is vital to our health and prosperity whether we live in the city or country. Research, Education and Merchandization is the



fountain of life. Through proper methods of productions, distribution and marketing our people engaged in the agriculture industries will be able to raise their economic status.

**BUSINESS EDUCATION:** The purpose of this committee is to promote the organization of small business on the local, state and national levels and to furnish them through these organizations technical services on marketing and to make available other services offered through the United States Department of Commerce and state and private organizations.

**INDUSTRY:** The committee on industry plans to seek employment opportunities for qualified Negroes, give expert advice on labor problems, promote cooperative training programs, to provide work experiences for students of our schools and colleges. This committee may well serve as a clearing house for employment and labor problems for Negroes employed in industrial occupations.

**CONSUMER EDUCATION:** In this area lies the crux of the whole program of education. Negroes engaged in business and industry cannot hope to thrive without a market for their products. The committee is not advocating that Negroes trade with only Negroes, to do this would be to promote a dangerous precedent. The committee does realize, however, that there are many values which the consuming Negro public may benefit by trading with Negroes. The purpose of this committee is to point out the immediate and lasting values which would accrue through the wise choice of markets.

The question now arises, what part should the Land Grant colleges play in this ambitious program? How will participation in a program of this kind benefit the college? In what way can the college effectively render these educational services?

#### WHAT PART SHOULD THE LAND GRANT COLLEGES PLAY IN THIS AMBITIOUS PROGRAM?

The Land Grant College should serve in an advisory capacity and assist in informing the Negroes engaged in business and industrial occupations of the educational services which are available to them through the college. The Land Grant College should also extend its educational services beyond the college campus and promote the use of these educational services by the Negro citizenry of the state it serves.



## HOW WILL PARTICIPATION IN A PROGRAM OF THIS KIND BENEFIT THE COLLEGE?

The worth of any educational program is measured in proportion to the services it renders to the community, state, or nation it serves. To become actively interested in raising the economic status of the Negro through the channel of education would certainly be a worthy goal for any educational institution and the Negro Land Grant College is no exception. In fact the Negro Land Grant College in rendering these services would be fulfilling the goals for which it was established under the Morrill Acts.

## IN WHAT WAY CAN THE COLLEGE EFFECTIVELY RENDER THESE EDUCATIONAL SERVICES?

We have attempted to point out to you in our foregoing statements that it would be impossible to integrate the graduates of Negro Land Grant Colleges into business and industry without first integrating the training program of the college with business and industry. We know that there are those of us who will say we are interested in employing our graduates in the large business and industrial establishments. We cannot afford to minimize the importance of doing just this or seeking every opportunity and aid to accomplish this goal.

We at Tennessee A and I State College have not overlooked this important phase of the program. Some of the contacts we have made are the Chrysler Corporation, The Foundry Educational Foundation, American Foundry Association, Westinghouse, International Harvester, Wolverine Foundry Company, McKissack and McKissack Architects and Contractors, Nashville Municipal Airport and the Tennessee Bureau of Aeronautics. We have also enlisted the services of several consultants and placed some of them on our payrolls. To mention a few, in Architecture, Paul R. Williams, Hilliard Robinson and Calvin McKissack; In Engineering we have Dean Dougherty, University of Tennessee; Dean Hammond, Pennsylvania State College; Dr. Schroeder, University of Illinois; Industrial Education, Dr. Harold Silvius, Wayne University, Dr. Diamond, University of Michigan; In Business, B. G. Olive, Universal Life Insurance Company, G. W. Cox, North Carolina Mutual Life Insurance Company and Dr. J. E. Walker, President, Universal Life Insurance Company. These and several others form our consultant staff. Our program is comparatively new, but even at this stage of development, the picture looms bright for the future.

To depend totally upon the contracts made with large business and industrial establishments is a tragic mistake. This type of contract does not underpen the economic status of the Negro with a sure and safe footing. Therefore we would strongly suggest the



building of a strong and adequate foundation by rendering educational services which will have as their goals the upgrading of Negroes who are engaged in business and industries, owned and operated by Negroes.

Our last chart is designed to show how the Negro Land Grant Colleges may integrate their graduates into business and industry, and at the same time promote an educational program which will construct a sure and safe foundation upon which the economic status of the Negro may be raised. The President of our colleges would do well to appoint or employ a full time person whose responsibility would be to coordinate the educational services of the college with business and industry. This person may be designated as a Coordinator of Vocational Education Services. He should have broad business and industrial experiences, a flexible personality, and is able to meet and get along with people. He should possess a functional philosophy of education, vision, and be able to organize and present the results of his contacts to the administration of the college and also to business and industry. He should possess an unquenchable thirst to render services to his people and the college to which he is employed. The Coordinator should have an educational background which will give him academic status and demand the respect of his associates on and off the campus. Administratively, he should be responsible to the President of the college but should possess the "know-how" to organize and present the demands of business and industry to the heads of the academic departments in a manner in which they will be received. He should also keep in close contact with the workings of every phase of the college program in order that he may be able to present them intelligently to business and industry. (See Appendix V).

The functions of the Coordinator as shown here on the chart falls within four areas: (1) Guidance, (2) Cooperative training, (3) Placement, (4) Public Relations.

Guidance function should include both teacher and student guidance. For teachers the office of the Coordinator should serve as a store house for occupational information and employment trends. For students, the office of the Coordinator should serve as consultant agency for recruiting, testing, counselling, screening and guidance problems.

The cooperative training function should include, providing job training experiences for students in business and industry, the supervision of students during their training periods in business and industry, and reporting progress to the heads of the college departments in which these students are majoring.

The placement function of the Coordinator should be to provide job opportunities for graduates and following them up on the job, encouraging them to take in-service training for the purpose of advancement.



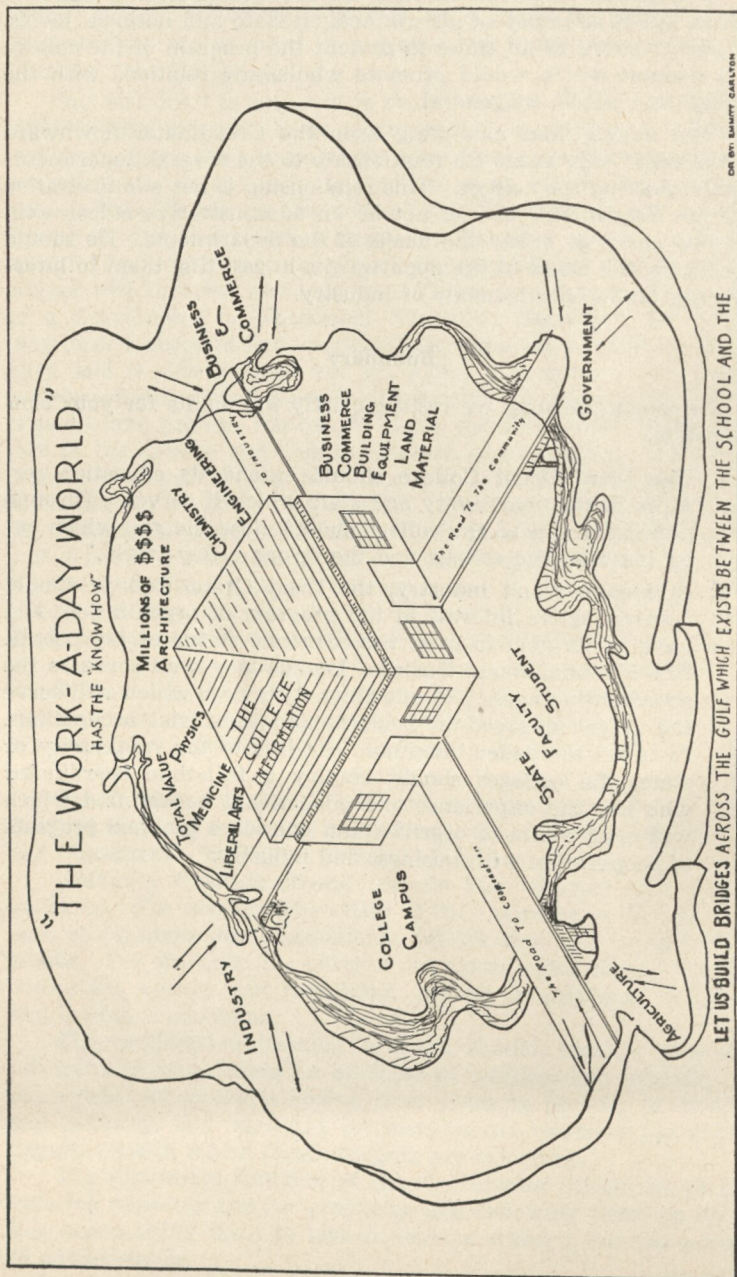
The public relations function of the Coordinator is hard to define, but is as broad as his contacts on state and national levels. He should strive at all times to present the program of the college in a manner which would promote wholesome relations with the college and public in general.

The dotted lines extending from the Coordinator downward on the chart, represents his relationship to the several departments which make up the college. This relationship is not administrative and the Coordinator should not be an administrative officer with a status above or below the heads of the departments. He should work with the heads of the departments in assisting them to interpret the needs and demands of industry.

### **Summary**

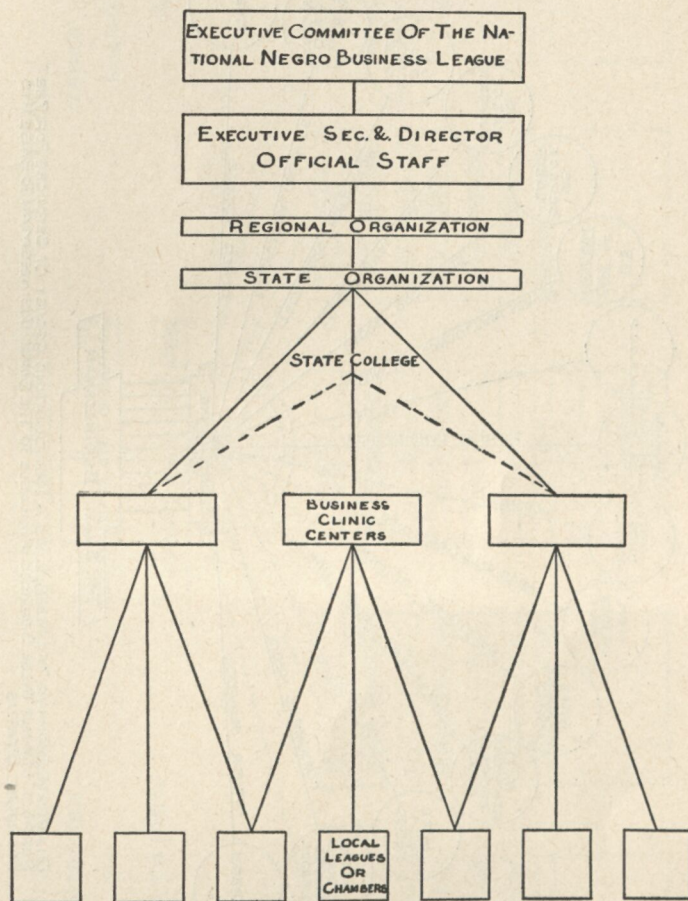
In conclusion may we restate briefly the points for your consideration.

1. The Land Grant College should extend its education services to the community and state which it serves. Through planned contacts, the college should close the gap which exist between the college and the "work-a-day-world."
2. In business and industry, the Land Grant College should take an active interest in the program of organization, and have as its goal to raise the economic status of the people. The National Negro Business League may well serve as the coordinating agency of educational services which will serve the Negro engaged in business and industrial occupations. In order to render maximum services to the community or state, the colleges should employ a full-time coordinator who has the experience and educational background which will enable him to organize and operate a planned program of cooperation with business and industry.





# PROPOSED PLAN FOR ORGANIZATION OF THE NATIONAL NEGRO BUSINESS LEAGUE



DR. BY: LEONARD PARKER

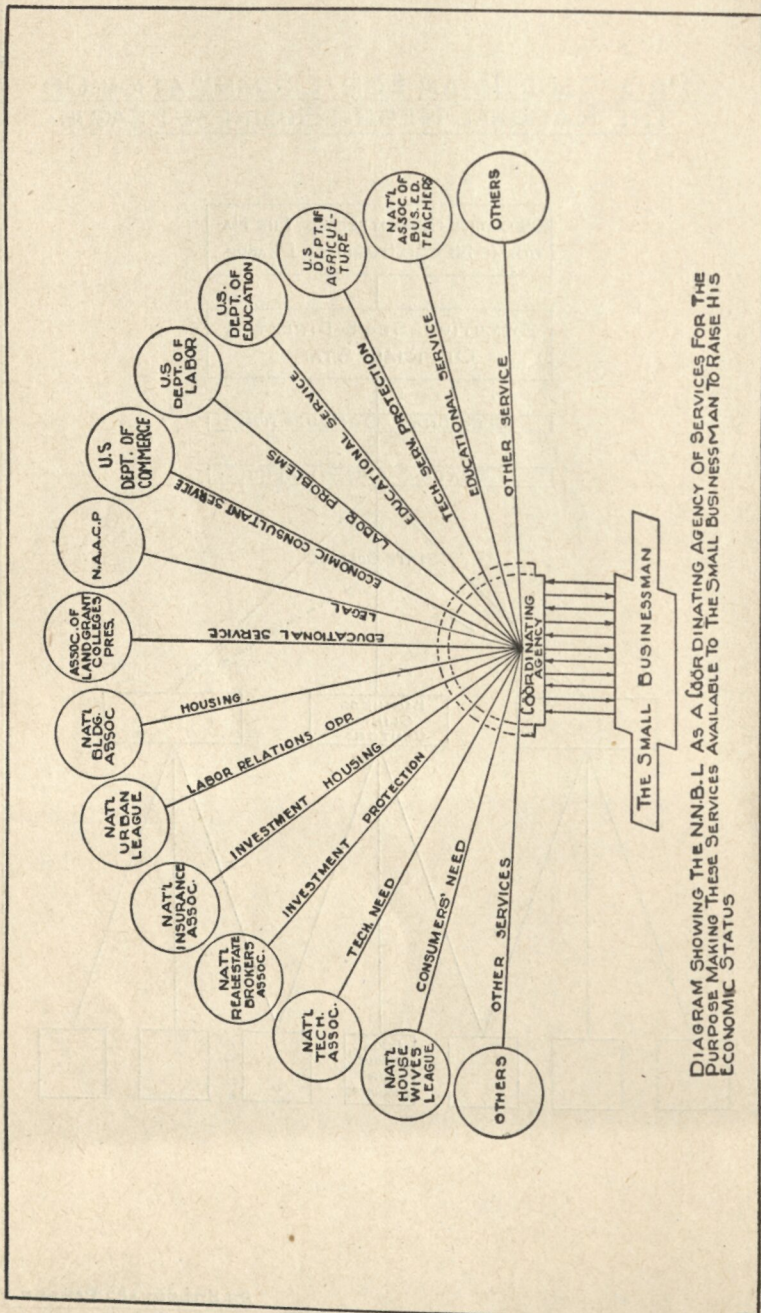
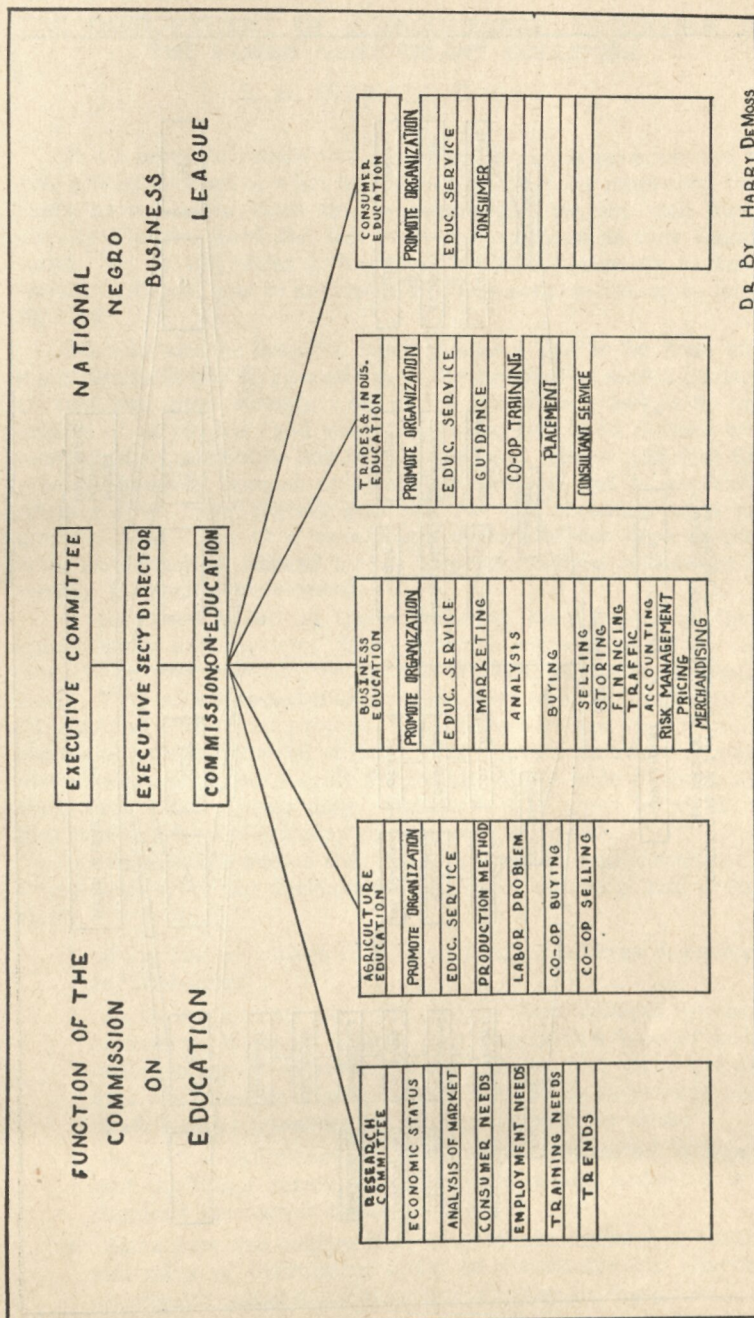


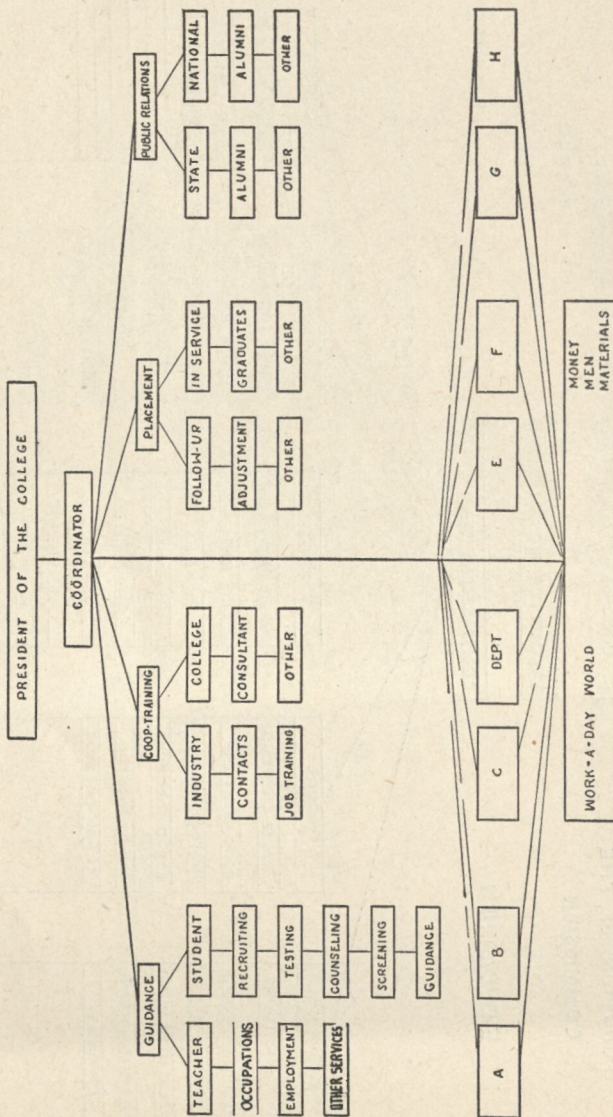
DIAGRAM SHOWING THE NNBL AS A COORDINATING AGENCY OF SERVICES FOR THE PURPOSE MAKING THESE SERVICES AVAILABLE TO THE SMALL BUSINESSMAN TO RAISE HIS ECONOMIC STATUS





D. B. BY HARRY DEMOSS

FUNCTIONS OF THE COORDINATOR OF VOCATIONAL EDUCATION,  
SERVICES OF NEGRO LAND GRANT COLLEGES





## THE IMPROVEMENT OF AGRICULTURAL EDUCATION IN THE NEGRO LAND GRANT COLLEGES

R. M. STEWART, Director

It is a personal satisfaction to appear upon this program and to give a brief account of what has been done. Already more than two years have elapsed since the beginning and we are well away already into the third and last year of the project as now constituted. Up to this point it has been a distinct pleasure to have worked with you and to anticipate this fine cooperation up to June 30, 1950.

Like all similar projects, much planning had to be done and many decisions had to be made as to the compass of such a project. Of that you know already. All of the institutions had to be appraised of its purpose, and your cooperation had to be claimed and recognized. Consultants had to be discovered, who would give the greatest possible promise of competent service, and to get their releases from their current positions for the necessary time required. This came at a time when leaders of the type desired were very much in demand by the home institutions on account of rapidly increasing enrollments.

I am sure that all of the consultants were happy in their appointments and services. These services, considering all the circumstances, were very competent and rendered in the most helpful spirit. They all expressed their genuine interest in the fundamental purpose and plan of the project. They have rendered service much beyond what was expected of them. They have been aware of what needed to be done, not merely for the time they were at work, not even for the three years only. Rather, it was hoped by all of us that it would be a continuing process over the years.

It was soon discovered that this enterprise by implication has a tremendous scope for agricultural education, currently and potentially:

1. As to the objectives to be embraced in colleges designated as "land-grant";
2. As to the persons who will look to these colleges for their education, or whom society may expect this type of institution to serve—or stating it specifically, how large the annual freshman enrollment would have to be to provide adequate human resources for economic curricular units;
3. As to the sufficiency of staff members qualified to represent the major agricultural groups of studies embraced in a standard land-grant college;
4. As to how the construction of curricula, courses of studies and units of instruction would be constituted for effective progressive educational procedures in the teaching act;



5. How the college farms and other facilities may be managed to provide a maximum of instructional opportunities, materials, and to provide these in economic units; and also
6. How all of the above five points featured may be focused upon the main problem of improved agricultural instruction.

It may be said incidentally that the budget under which we have been working was not, of course, adequate to meet all of the needs of a special project with such scope. In fact, we have not had funds sufficient for the scope of service which we had during the first half of the project period. In order to keep contacts with the staffs at the institutions, the current arrangement of circuits was approved by the Executive Committee. This called for further participation of the institutions in meeting the costs of the project. One such circuit was completed in May, 1949, a second such circuit has been arranged for the current period of October and November. These are designed—in the absence of associate consultants—to keep alive the action programs which were made an essential part of the program for the first half of the three-year period. We hope that the contacts made through the circuits will have sufficient dynamics in them to motivate the action programs on all fronts. As you know, all of the institutions (twenty at the time) were visited during the first year and most institutions—in addition to verbal reports made at the times of the visits—received written reports prior to the issuance of the Progress Report of October 19, 1948, of which all of you have received copies—thanks to courtesy of the Office of Education.

Three points of reference constitute my brief discussion at this time:

1. Certain suggestions of progress already made or in process at the moment;
2. A few specific recommendations that should be considered by the Presidents; and
3. Some specific expressions of need for the continuation and expansion of the action programs now already in operation; and the question of replacement of the present project at its conclusion on June 30, 1950.

## I

### **Certain Suggestions of Progress Already Made or In Process At The Moment:**

1. Revision of objectives has been accepted generally by the Directors and their staffs as a continuing problem for them. New statements of division objectives have appeared in the catalogues of the institutions,—or old statements have been modi-



fied. Although objectives still remain as a somewhat confused issue, there is evidence that distinctions are being made between objectives and means, with the point of reference made directed to the changes that the colleges are proposing to make in the students who pass through the institutions.

- (1) e. g. What Negroes out of the grand total of Negroes shall be served? And to what ends? There are approximately 3,000,000 or more Negroes on the land. What shall be the services of these Divisions of Agriculture, to whom of the 3,000,000? Approximately 670,000 of these are farm operators (U. S. Census, 1945), whose economic stability and living standards depend primarily upon the land: 162,218 full owners; 30,874 part owners; 525 managers; and 476,286 tenants of whom 74,142 are cash tenants, 5,635 share cash, 92,785 share, and 270,448 share croppers; and in addition 34,137 other and unspecified workers. These have the right under the establishment of "land-grant colleges" to look to these colleges for education and training.
- (2) These staffs are now concerned with the development on the part of Negroes with the ownership of land rather than with tenancy, tenancy rather than share cropping, and so on. The 1945 Census is suggestive of a hopeful prospect for improvement of the status of Negroes on the land. This is partly due to current prosperity on the land.
- (3) The above two points raise a third: The directors and their staffs are struggling with the question of employment of graduates after their college days are over. Said differently, it relates to the possibility of entering farming on an economic basis, since specialization of instruction in the colleges by enterprises and their management is somewhat spotted, since practical specialization by enterprises and management is limited, and since mechanization of farming and the development of business management is required for favorable competition. Later these points will be raised if time permits.
- (4) Committees are at work in the improvement of the relationships of the divisions of agriculture to the secondary schools in rural agricultural areas of the respective States. This is a matter of concern as to how the colleges will get a fair proportion of the graduates of rural secondary schools as enrollees for the colleges; and in the last analysis, how to get sufficient human resources for leadership in the rural Negro population. (On the question of enrollment for the divisions, special committees have worked faithfully and intelligently in setting up programs for school and community contacts. There is also the problem of incomplete secondary schools, and unqualified students from minimum standard schools,



that affects adversely enrollment in the colleges.) Services to schools and contacts with prospective students have been made with good results. (Enrollments in rural secondary schools constitute a very small percent of the total persons of secondary age.)

- (5) Committees are at work in the improvement of the relationships with the rural communities of the States. This has proved to be more difficult than the relationships with the secondary schools. They are, at least, working out plans in this direction.
  - (6) Committees of staffs are disposed also to utilize the various organizations, National or State, and other, for the improvement of conditions at the colleges. Perhaps, the outstanding service to mention in this connection is that of the Soil Conservation Service through the college farm approach. Institutions have made the service of this organization contribute to the many relationships of the college farms to the instruction in the several subject-matter departments of the colleges. There are many other organizations and agencies which are being approached and used for the welfare of agriculture.  
(Other activities in behalf of broadened objectives will be touched upon in later references.)
2. The maintenance of an optimum size of student body in the division of agriculture—the factors involved. Most of the divisions have worked on this problem and have set goals accordingly. A plan for a stable enrollment of sufficient size, freshman, sophomore, junior, senior; the relationship of this problem to college administration quotas, to the welfare of the contributory departments of English, science, social science, education, etc.; to the ability of high schools to provide an optimum group—and what can be done about it; to new outlets for employment; to contacts with prospective students; and to meeting the financial needs of prospective students. On many of these problems, committees of staffs have already made plans and have approved reports to the presidents.
  3. **Standards of eligibility grades for staffs.** There is evidence in the record of the growth and development of the staffs:
    - (1) That modest specialization of subject matter groupings for standardization is well begun. A minimum list of subject-matter groupings is accepted by the staffs generally, and is in process of being worked out. Size of enrollment determines essentially how much differentiation in subject matter groupings there can be. Crops, animals, poultry, soils and soil conservation, agricultural education, extension education,



constitute important groupings. Other groupings are recognized in the institutions.

- (2) Growth of staffs in numbers and qualification is in evidence:

Year	Degrees			M.S. or Ph. D.
	B.S.	M.S.	Ph. D.	%
1945	40	53	7	60
1948	51	93	12	69
1949	48	95	18	70
1949	% 30	59	11	

Ages	Number	Ages	Number	Percent
21-25	2	26-50	105	88.4
26-30	21			
31-35	28	26-55	112	92.5
36-40	26			
41-45	19	26-60	117	96.9
46-50	11			
51-55	7	26-70	118	97.5
56-60	5			
61-65	1			
66-70	1			

- (3) That the services of staff members should be extended to other than the responsibilities of classroom instruction:
- By meeting needs of persons off-campus, and in rural communities where the rural population and potential students reside;
  - To gaining access to and acquiring source materials for instruction and insights into types of farming and agricultural pursuits for the purpose of improving instruction and organizing materials of instruction; and
  - To carry on original projects related to classroom instruction for the skills and knowledge involved in the pursuits of farming and agriculture.
  - To cooperate with the secondary schools of the States in discovering and providing a reservoir of eligible students for the divisions of agriculture.
  - To cooperate in ways and means for the encouragement of interest of all Negroes in the values of education—public relationship programs, plans for making the agricultural grounds and buildings at the institutions attractive, co-operation with rural secondary schools designed to assist local communities in the improvement of their rural secondary education.

- (4) That, since the staffs on the whole are relatively young men, they become particularly valuable to the institutions being served; if specific responsibilities are assigned or permitted, if a continuity of service over the years becomes a reality and future advantages to personnel follow, and if the range of diverse duties is limited to the maintenance of satisfactory standards.
- (5) That a standard classification is set up as a condition of evaluating personnel. Though acceptable to all staffs as far as our contacts have gone, this is a matter calling for full consideration of its advantages—and disadvantages if there are any.
- 4. **That the content of instruction—curricula, courses of study and units of instruction be enriched, and teaching be regarded as a professional employment.**

The staffs are concerned very much with this problem, and they have cooperated very well. They have asked for help in at least two directions: (1) How to get access, first hand, to the agricultural resources materials determinative of courses and units of instruction; and (2) how to select and organize these materials for the teaching act. It is within this area of our project that we are stressing during the remainder of this year—not, however, to the point of disregarding other points. We shall continue to move forward on all fronts.

- (1) Surveys of the practices of farmers have been carried on to some extent, and plans are being made to put more practical and meaningful materials into the curriculum program—further to discover what directions farming in the respective States is taking, to put emphasis upon local enterprises and standard local practices, to make curricula, courses of study and units of instruction more flexible, and by no means least to discover the problems facing Negro farmers as a point of emphasis to be made in college programs.
- (2) In the light of (1), they are trying to determine new channels for employment, and to secure competency through a build-up from the production courses of the early curriculum years to specialization in the later curricular years.
- (3) The improvement of the teaching act is being worked out through reconstructed courses and instruction unit plans—emphasis upon a competence-type of purpose and unit, which calls for laboratory skills in connection with field trips, projects, surveys practicums, etc., and the maximum use of the college farm, and through farming responsibilities.
- 5. The college farm as a group of educational facilities has been a matter of study by individuals and staffs for a year or more. Perhaps it has always been a problem. Cooperation of the Soils



Conservation Service has been very helpful in this connection as you know. The whole question of the college farm is engaging the attention of several staffs, and results seem to be very promising.

- (1) Utilization of the farm and its resources for instruction purposes is one problem under consideration.
- (2) Financial problems in relation to educational laboratory is another.
- (3) The economic features furnish educational opportunity.
- (4) The organization of the farm program for student learning and self-help is pressing: workshops, projectships, and scholarships.
- (5) The farm and its special features, its layout of machinery and other equipment are regarded as distinct carriers of agricultural education—abilities to operate and understand their relationships to production and processing and marketing.
- (6) The housing of educational instruction and services has been an important item of improvement; also the provision of equipment and supplies, roads, ornamental plantings, and the general beautification of grounds and buildings has become an item of concern—to attract farm folk to the campus.

## II

### **Certain Specific Recommendations to the Presidents**

It would be presumptuous on my part to formulate any recommendations that would be more than suggestions for consideration. I do think, however, that I should emphasize certain points that appear to be very important. I am convinced that these institutions will have a tremendous opportunity during the next five to ten years to define a new type of institution in which its land grant characteristics will have become very effective in the total organization of the land grant type of college. Some of these characterizing items I wish to propose:

### **Objectives**

Relating to enlarged over-all purposes of the institutions.

1. A broadened and growing conception of the opportunities of this type of college—to influence directly and indirectly the educational advancement of the people on the land and in related rural towns and villages. This statement is made on the assumption that education is the opportune road to the improvement of the present untouched population, with which we are vitally concerned. These colleges are not sufficient to



carry all of this load, but until increased facilities for this task are provided these institutions must pioneer and set the patterns, or fail in the opportunity.

2. Objectives should comprehend this entire group of people, and should, therefore, be focused on such of these as are willing to become educated. The nature of these objectives must be formulated therefore with reference to the present status of the groups to be served. How much of a task this is has been suggested earlier.
3. Studies should be in progress to determine in what directions there are new prospects for occupations, new opportunities to put education into agricultural production, processing, disposal, and management. Stated differently, technical and scientific education, as well as purpose, can be put into **performances**, not now considered either technical or scientific. These opportunities, once embraced, open up new positions.
4. A service of guidance and counseling is required, that all provide understanding and knowledge of the demands created from modern farming and agricultural occupations. This would contribute an integral service to policy making by and for the divisions of agriculture. This involves a declaration of what students should be prepared and for what specific purposes.
5. The action programs devised by the directors and their staffs should be given every encouragement on all fronts, so that the professional development of staffs as well as performance of professional duties shall be accomplished.

### Students

6. Give special attention to the responsibilities of these institutions for the education of a larger proportion of the persons on the land. Students must come from somewhere. The enrollments are too small. In 1947-48, thirteen of the twenty colleges studied had less than 100 students in agriculture. The futures of these colleges are at stake on that basis—as far as land-grant colleges are concerned—since only a small percent of Negroes on farms are now being reached, for leadership positions. A concerted action on the part of all institutions in behalf of a larger enrollment is very important.
7. Cooperation with the public schools of the States to learn to what extent rural farm boys have opportunity and facility to reach the college grade of educational pursuits is necessary. Substandard and incomplete schools are the biggest hazard to securing a **selected** list of prospects for these colleges.
8. Encourage comprehensive listings of employment opportunities from current records of placement, and advise of opportunities



where education may raise the level of occupational placement—from the unskilled to the semi-skilled, and to the skilled.

9. Enter upon a concerted campaign of recruiting prospective students from untouched areas of the States. Large areas of rural population have no representatives in agriculture. Farming and agricultural occupations demand a special type of student—at least one with pioneering characteristics. This is largely the type of staff which Presidents should recognize as essential and seek.
10. Provide a range of an intelligently organized plan of public relationships through the special services of the college. Never has the careful handling of public relationship been more important than at present.
11. The staffs of the institutions should be organized to perform certain types of services by which young people in communities are encouraged not only to help make the high schools complete, but to help communities get better school services. Such service—as are here suggested—constitute an important aspect of college recruitment in the long run.
12. A plan of financial aid through workshops, projectships and scholarships should be developed in all institutions, if not already begun and to enlarge opportunities where they now exist. The college farm is the most basic beginning.

### **Staff**

13. Stress further the creation of the need for staffs sufficient to cover well the major groupings of subject of instruction required by a well rounded land grant college. The addition to staffs, therefore, and the careful selection of staff members on the basis of appropriate criteria are mandatory.
14. Capitalize upon the advantages to the colleges in having, as at present, a large proportion of young men. Upon such men rests the future of these institutions. Most of the old and strong institutions of the day have grown up around vigorous young men with courage, conviction, responsibility and industry. Your opportunity rests with those whom you care to encourage and who will accept responsibility which the situations demand.
15. The routine duties of staffs should—as rapidly as staff members are able to do better—be limited. The staff member should be capitalized rather as a professional servant, not as a routine worker.
16. To accomplish the above and similarly desirable results, staff members should be classified for purposes of professional as-



signments, for rank in assignments, for tenure and salary increases, and for such other features of employment, as may lead to motivation, industry and continuity in service. A restless staff is an inefficient staff. Definition of duties, rank and tenure, salary scale, and opportunities for further study give dignity to positions and greater holding power as to the better members of teaching staffs.

17. The encouragement of professional study always, and in graduate schools where possible, and approved travel to professional meetings, are essential to the competence of staff members, and is accepted by staff members as evidence of appreciation. This goes a long way toward satisfactory attitudes.

### **Curricula, Courses of Study, and Units of Instruction**

18. Staff members should be expected to derive dynamic content of curricula, courses of study, and units of instruction from the principal determinative influences in human society and from the study of the immediate agricultural resources and practices, to supplement materials from books. This applies to all agricultural and rural courses. Field studies should be made and carried out regularly and thoroughly. Provision should be made for extensive studies ordinarily where staffs may gain competence. The firsthand contact with farmers and farms constitutes a valuable by-product to good curriculum making. It is necessary for staffs to learn how to gain access to available resource materials which are in turn basic to an adequate understanding of farming problems.
19. More than one way should be provided for channeling agricultural students through the four years of college training. It calls for a plan of organization according to the varying needs of students with a selection of detail pertinent to sources, issues, production of crops and animals, their processing and disposal, and their management. These variations of channeling are determined by what it is the student intends to do upon graduation, or upon leaving college if he does not graduate.
20. Assuming that courses should be modified to meet the individual needs of students, curricula should be constructed so that a growing management plan runs throughout, that elementary production courses come early in the curriculum (first two years, perhaps), that the courses themselves are flexible, that in a four-year course agricultural specialization be placed, ordinarily in the last two years, seeking first competency in farming skills, and then emphasizing majors or major groups, where technical content is more valuable.
21. Seek the improvement of teaching by following a competence-type of purpose and unit of instruction (i. e. development of



abilities) which calls for laboratory skills in connection with courses, field trips, projects, surveys, practicums, discussions, supervised studies, shop construction-and-repair exercises. This means teaching in terms of problematic situations; utilizing the sources of farm, farming equipment on college grounds and nearby farms; stressing performance and educational participation of students; making special studies associated with regional problems within the States representing patterns of agriculture; and by the elimination of faulty features of the teaching act as suggested in my report of October 19, 1948.

### **Educational Facilities**

22. Stress the utilization of the farms as a major facility, and accept the services of the Soil Conservation Service in Land Capability Mapping, and in establishment of practices. They have sat down with staffs to advise concerning farm use in relation to staff demands upon the farm to great advantage.
23. Plans should be worked out by the divisions and be approved finally by administrative authority how each member of the staff may utilize the farm and its resources for his instruction purposes; how finances may be adjusted on the basis of the laboratory significance; how economic features of the farm may constitute one of its principal educational features; how students may have access to these facilities for either employment or educational purposes; how farmers in general and other citizens, too, may utilize the farms for both their economic and cultural values; how each item of equipment may become a distinct educational carrier of agricultural education; how processing of products may be justified; how mechanization on the farm affects the opportunities for and effectiveness of the farm for educational and economic advance; how the operation of the farm may be handled to provide student opportunities for acquiring abilities that are fundamental in agricultural education. That is a big order, but crucial and pertinent.
24. Sensing the interest and activity in providing housing for instruction and services, I congratulate the institutions on their improvement of all facilities during the last two years. It is clear that a great improvement has been made in housing and equipping. I encourage you to identify your campaigns for all improvements of the agricultural divisions with the educational activities going on at the time and involved in their use. I am convinced that farm improvements, new machinery and general farm equipment, classroom and laboratory equipment are much less difficult to secure when once evidences of educational advancements are apparent.



25. I urge you to recognize the farm not only as a means of producing food and feed, but an opportunity for an experience of both an economic and educational nature, and also a place where the farmers and other citizens of the commonwealth will want to go for recreation, occupation aid, and cultural improvement.

#### **Specific Expressions of Need For The Continuation of the Action Program**

What will happen to the action programs, now in process, and such as may be begun before June 30th, is a question frequently asked. It has been suggested that I say something to the Conference on this point. It seems to be an important question, and one which all parties concerned would be cooperative in arriving at a reasonable determination. It would be unfortunate for the institutions and the causes that they represent if we should fail to capitalize upon what has been accomplished to extend the action programs on all fronts, as already indicated.

It is our purpose to have projecting into all avenues of land-grant college activities, programs of new developments. At the moment most merit congratulation for what they have done with so little. During the short years just past, there has been much encouragement, looking in the direction of what I may choose to call self-help. This has been rewarded in several States by larger appropriations and new enthusiasm. Some sort of organization designed to hold together the groups which are working together on the various "fronts" of this project will be timely and strategic.

1. Cultivation of the rural and farm population that constitute your human resources in the respective seventeen States (and others too.)
2. Discovery of the natural resources of community and schools, for the content of teaching.
3. The stimulation of teachers to participate in 1 and 2, even on a research basis, and continue professional work in graduate schools—and the implementation of the fellowship privileges provided by the General Education Board.
4. Provision of opportunity for the staffs working together on problems peculiar to life and progress of land-grant colleges.
5. Emphasis upon the professional techniques of one or more ways of channeling students through a college course, whether one, two, three or four years.
6. Organization of the professional curricula in keeping with five above, by making vocational curricula more flexible. This calls for supervised instructional work.
7. Working out units of instruction for all types of courses, individually and collectively under direction and supervision.



8. Preparation of a plan and development of techniques for applications and recommendations of teachers and prospective teachers under the fellowship plan of the General Education Board.
9. Development of a reservoir of prospective staff leaders at the land-grant colleges or in agricultural positions designed to prepare eligibles for scholarships, fellowships and assistantships.
10. Conduct a series of training laboratories and conferences for directors and deans, either as a group, or in selected areas of the territory involved, and likewise to continue special laboratories and conferences in all of the institutions, or at least in such institutions as would care to cooperate.

These are some of the only partially solved problems that lie ahead, and some organized plan should be considered for the days ahead, when June 30, 1950, will end.

### REPORT OF THE COMMITTEE ON NOMINATIONS

The Committee on Nominations submits the following recommendations:

Lawrence A. Davis .....	President
C. V. Troup .....	Vice President
R. B. Atwood .....	Secretary
Felton G. Clark .....	Treasurer
John W. Davis .....	Chairman, Executive Committee

The Committee recommends that the vacancy on the Executive Committee created by the advancement of Dr. John W. Davis be not filled.

Respectfully submitted,

C. V. TROUP  
R. E. CLEMENT  
M. F. WHITTAKER

### REPORT OF COMMITTEE ON RESOLUTIONS

The Committee on Resolutions presents a statement of resolutions and requests the favorable consideration and adoption of the same by the Conference.

#### The Resolution

WHEREAS, the objectives set forth in our national thinking, planning, and doing are the attainment of the highest improvement of the life of the people in all areas of living as these are reflected in the aims and purposes of the national commissions and conferences on child-life, education at all levels, civil rights, health,

economic stability, and social welfare, and especially emphasizing the training of youth and adult for most effective living and fullest participation in our democratic society, and

WHEREAS, the attainment of these objectives becomes a challenge and a responsibility of institutions of learning at all levels to provide a program of adequate and flexible curricula and other stimulating experiences which aid and contribute to the expected outcomes these educational institutions must achieve in the training of the student and adult citizen of these times, and

WHEREAS, there must be the fullest recognition of this responsibility by the federal government and the states in which these institutions are situated, and

WHEREAS, to achieve these objectives there must be a continuous increase in facilities, in personnel and physical equipment in these institutions to make the offerings in these institutions of the highest quality, and

WHEREAS, in a democracy the highest quality in educational offerings our society can provide must be available alike to every youth and adult,

#### BE IT RESOLVED:

1. That the institutions of this Conference shall strive to render at a high level of excellence every service required of land-grant colleges in the teaching of those things outlined in the original Morrill Act, to wit, "without excluding other scientific and classical studies, and including military science and tactics, and such branches of learning as are related to agriculture and mechanic arts."

2. That the institutions of this Conference shall continue to examine their curricula with a view to evaluate its adequacy for the students and adults which they are expected to serve.

3. That each institution in the Conference shall continue to explore the fields of human endeavor and discover the many activities of our work-a-day world, and to improve its program of guidance with a view to train the student and the adult for induction and integration in the many phases of the world's work.

4. That the Conference approve the Guidance Program as submitted by Dr. Ambrose Caliver, Senior Specialist in the Education of Negroes, United States Office of Education, who has made such effective contributions in the realization of this important work in the Colleges of the Conference and that the Conference approve that its implementation be undertaken at once.

5. That the training of the student for most effective participation in the citizenship of our society shall include an emphasis upon developing the ability to work cooperatively in democratic group



activities in efforts to achieve the best outcomes in human relationships.

6. a. That the establishment of appropriate R.O.T.C. units in those institutions where these units are not yet established shall be urged in order that the fullest adequacy of offerings in the programs of the institutions of the Conference may be effected.

b. That the Secretary of Defense be urged to inquire into the discriminatory application of the Morrill Act of 1863 and subsequent enactments, promulgations and regulations providing for military training, with a view to assuring for Negro citizens equality of treatment and opportunity in voluntary or mandatory training for military service;

c. That the Secretary of Defense be asked to issue directives to assure that the individual Negro college student, whether in States requiring separation in education or otherwise, be accorded equity in opportunity for Reserve Officer training for the Army, for the Navy and for the Air Force;

d. That the Secretary of Defense, and the appropriate representatives of the Department of Defense, together with local, state and national education officials having jurisdiction, be urged to:

(a) Survey the present segregation, discrimination and inequity in the authorization of programs and the allocation of funds for introductory military training at the High School level; and that

(b) Immediate steps be taken by the Conference of Presidents of Negro Land-Grant Colleges, by the Department of Defense and by the appropriate educational authorities to assure that each individual youth shall be accorded the privilege of participating in the opportunities and the responsibilities of citizenship inherent in this phase of training in the public schools.

e. And that emphasis be placed upon Negro contact with and possible participation upon the three-member State Selection Board for Naval R.O.T.C. candidates.

7. That every effort be made by this Conference to enlist the support of the citizens of the nation in the implementation of the legislation and effective provisions for the administration of federal financial aids to education as these measures are designed to equalize educational opportunities in the several states.

8. That the institutions of the Conference offer the Housing Research Division of the Housing and Home Finance Agency their facilities as laboratories and testing grounds for the development of materials and methods to lower the costs of home construction and



improve the quality of housing. And that the Conference urges the immediate initiation of adequate machinery to work to this end.

9. That the Conference commend the increasing tendency on the part of certain states such as Delaware, Kentucky, West Virginia, Oklahoma, and Arkansas to provide higher and profesisonal education for Negroes by admitting them to existing state universities and further to urge other states to follow this trend.

10. That the Conference be concerned with the proper, right and effective functioning of the administrators of its member institutions in their official capacities and deplore any pressure which may result in the reduction, in the ability and efficiency of the administrators to maintain high educational morale among faculty members, students and supporting clientele in the public interest. With this in mind the Conference urges the end of real and psychological dangers which lower drastically the value and quality of the total work of the Institutions of the Conference.

11. That the Conference commend the Consultants and their Assistants and the Committees on Control for the progress made in the continuing study of technical and professional agriculture, the social studies, and engineering curricula, and for their efforts in the initiation and promotion of research projects in the T.V.A. and studies in the means of cooperation with industry and commerce in the Institutions of the Conference.

12. And finally, that the Conference commend the Committee responsible for the highly helpful program and activities for this session and the President, Secretary, other Officers of the Conference and the Members of the various Committees for the conduct of the Conference; that the Conference express its thanks and appreciation to the many persons who have appeared on the program of this session and the many fine contributions they have made in general and specific information, encouragement and inspiration; that the Conference especially thank the Department of Agriculture for the use of the Conference room and the amenities it extended to us in this place of meeting.

Respectfully submitted,

Committee on Resolutions  
S. D. SCRUGGS, Chairman  
J. T. WILLIAMS  
R. E. CLEMENT



## REPORT OF CONTROL COMMITTEE ON SOCIAL STUDIES

We, the Control Committee on Social Studies, make the following recommendations:

1. That the Social Studies Project be continued;
2. That the co-ordinator more clearly define the purpose of the Study Project;
3. That steps be taken to secure financial aid from one of the foundations and other agencies. That a committee be named by the President of the Conference to study and formulate a plan and a request to the foundation selected. The coordinator should be a member or a consultant to the committee. Persons other than Land Grant Presidents may be asked to serve on the committee or serve as consultants;
4. That the coordinator meet with the liaison officials of the Land Grant Colleges before the next annual meeting of the Conference in order (a) to clarify their views regarding the study project, (b) to assist them in research techniques and procedures and such other problems or matters that might be agreed upon, (c) to assist them in the selection of problems for study.

We commend the coordinator and his staff for having completed the demographic study of the Negro in North Carolina.

Respectfully submitted,

F. D. BLUFORD, Chairman  
F. D. PATTERSON  
G. L. HARRISON, Secretary

University of Arkansas  
Fayetteville, Arkansas  
October 22, 1949

President John W. Davis  
West Virginia State College  
Institute, West Virginia

Dear President Davis:

I hope you will pardon my long delay in answering your letter but I have been trying to gather as much information as possible concerning the activities of Land Grant Colleges Association with regard to our relations with Negro colleges. Shortly after your letter came, I was called to Washington for a meeting of the Executive Committee of the Land Grant Association and there I talked with several persons about the matter. I have also been in contact with President Lawrence A. Davis of Arkansas A. M. & N. College at

Pine Bluff. I am not sure that I have a clear picture of the situation and what steps can be taken.

I would appreciate any comments you may make or any suggestions you have for furthering the activities of our committee.

Sincerely yours,

s/LEWIS WEBSTER JONES  
LEWIS WEBSTER JONES  
President

Kentucky State College  
Frankfort, Kentucky  
November 8, 1949

Dr. Lewis Webster Jones, President  
University of Arkansas  
Fayetteville, Arkansas

Dear President Jones:

President John W. Davis of West Virginia State College has sent me a copy of your letter to him under date of October 22 and has suggested that I send you some items for consideration of your Committee.

I do not presume to be able to speak for the presidents of our member institutions as they did not, at their recent meeting, give consideration to the matter now under discussion. However, as their secretary for a period of years, I believe that I am qualified to suggest some areas in which your Committee and Association might be helpful to the seventeen Negro Land Grant Colleges located in seventeen states. Please consider these items, therefore, as suggestions of the secretary without prior approval of the body.

The suggestions are as follows:

1. Share with the Negro Land Grant Colleges federal funds for agricultural experimentation. Such funds now go exclusively to the white land grant colleges in the south (17 states), none of the money is received by the Negro Land Grant Colleges.

In two important aspects the federally-supported programs of agricultural research may properly be classed as an educational enterprise; (1) In printing and disseminating the results of research, there are made available educational materials which may be assumed to be of value to the rural population at large; (2) More directly, graduate students and faculty personnel who participate in such investigations or experiments gain thereby an invaluable opportunity for technical development. Presumably, published results of agricultural



research are equally available to both racial groups. However, the fact that garicultural experiment stations in seventeen states are all connected with white institutions has so far resulted in the denial to Negro students and faculties of the opportunities afforded white students and faculties.

Even more significant is the omission from the programs of experiment stations of many potential research projects relating to social-economic problems of special concern to Negroes. This assertion does not imply that all such studies ignore Negroes in the general population. However, in addition to problems common to both races, there are many adjustment problems which are considerably different for rural Negroes, in kind or degree, from those which confront the rural white population. It is probable that the Negro Land Grant Colleges, were they permitted to participate in the agricultural research programs, would be more attentive to studies centering around the special adjustment problems of Negroes in the rural communities of the South.

The program here suggested envisions no decentralization of administrative responsibility, but rather the allocation to the Negro Land Grant Colleges of definite funds for the conduct of agricultural research or the engagement of services of investigators selected from the faculties of these colleges. Such a program would contribute to the development of needed research projects in a new neglected area of rural Negro life and provide for able and well prepared members of Negro land grant college faculties an opportunity now lacking to develop their abilities in the conduct of research. At the same time, it would afford for a few advanced students in Negro institutions some measure of such educative experiences as are now enjoyed by graduate students associated with agricultural research projects in the white land grant colleges and universities.

2. Reasons similar to the above exist for the inclusion of the Negro Land Grant Colleges into the program of the Tennessee Valley Authority. As you know, the T. V. A. will not enter into research or other projects with Negro Land Grant Colleges because it has already contracted with the white land grant colleges in each Valley State. Our requests to the T. V. A. have met with little success. Several institutions have requested that their college farms be made T. V. A. Test Demonstration Farms; we also have a Cooperative Social Studies Project (sociological) for which we need financial support, and which, some of us feel, falls within the area of research aidable from T. V. A. funds. It is suggested that your Committee can aid the Negro Land Grant Colleges establish and maintain a closer,

more active working relationship with the T. V. A., at least in the seven states located in the T. V. A. region.

3. Cooperative Extension Service is a wide area in which your Committee can be of assistance to the Negro Land Grant Colleges. Without going into too long an argument, here, briefly, are the suggestions:

a. The Negro Land Grant College, through its president and directors of agriculture and home economics, should have a voice in the planning and policy-making for Extension Service in each state having two land grant colleges for the races;

b. A definite practice should be adopted by Extension Service guaranteeing that there will be spent among Negro farmers an equitable share of Extension funds. Thus far, the best way, it seems, to measure the services available to Negroes is to measure the number of Negro personnel. Reliable data on this point make it evident that the Negro has not been receiving opportunities for Extension Work equivalent to those provided for white persons, and what is more, **the disparity has been becoming progressively more marked with the years:**

c. On basis of above statement in "b"

(1) It is suggested that your Committee aid in appointment of more Negro agents. To bring about equitable treatment some of us estimate that the number of Negro agents should be doubled.

(2) Practically all Negro agents in the South are paid on a salary scale lower than that for whites with same qualifications. Most Southern states are now paying white and Negro teachers the same; Extension Service could well afford to follow the pattern now prevailing in education.

(3) More Negro personnel appears needed at the state level as well as a few specialists in crops and animals;

(4) Extension work among Negroes should be headquartered at the Negro Land Grant Colleges in all instances.

Finally, it is believed by some of us that your Committee could, in general, serve as an agency for bringing about the equitable division of state and federal funds between the separate white and Negro land grant institutions in each state.

I will be pleased to receive your reaction.

Very sincerely yours,

R. B. ATWOOD, Secretary